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ABSTRACT

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), covering the period April through December 1971 for items announced in RIE, and the period May through December 1971 for journal articles cited, and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: race relations, racial recognition and attitudes, self-concept and self-esteem, psychological identity, ethnic and Afro-American studies, social influences, cultural differences, cross-cultural training, curriculum development, classroom environment, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, changing attitudes, student attitudes, Negro attitudes, teacher education and training institutes, activism, and violence. Citations for documents are each followed by an abstract edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. There is also a listing provided supplying ED numbers for those items in the first bibliography which lacked them, as they were in process at the time of publication of that bibliography. (RJ)

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HUMAN RELATIONS IN THE CLASSROOM AN ANNOTATED BIBLIOGRAPHY: SUPPLEMENT I

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Introduction

This bibliography is an annual supplement to the first bibliography on human relations in the classroom*, covering the period April through December 1971 for items announced in Research in Education (RIE), and the period May through December 1971 for journal articles cited.

All of the published books and documents and unpublished documents listed are accompanied by ED numbers following the citations (for availability of these, see Availability Statement on page iv).

Journal articles cited are not available from the ERIC system but may be read in local libraries.

Once again, citations of items in the ERIC system are followed by suitably edited abstracts in each instance; journal article citations are followed by subject headings, and in some cases by brief annotations.

The citations in the bibliography encompass such concepts and issues as: race relations, racial recognition and attitudes, self-concept and self-esteem, psychological identity, social influences, cultural differences, cross-cultural training, ethnic and Afro-American studies, curriculum development, classroom environment, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, changing attitudes, student attitudes, Negro attitudes, teacher education and training institutes, activism, and violence.

The index to this bibliography follows a similar grouping of subject headings to that of the first bibliography on human relations in the classroom. Such terms as racism, race relations, racial attitudes, racial recognition, and the like have been omitted since practically every document or article incorporates these concepts.

The following items in the first bibliography on Human Relations in the Classroom did not bear ED numbers as they were in process at that time. The relevant ED numbers are as follows.

Citation Number	ED Number	Citation Number	ED Number
3	048 429	116	048 414
48	048 389	121	048 395
66	048 424	122	049 420
69	048 416	128	048 418
112	049 328	130	048 385
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Journal articles cited are not available from the ERIC system.

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1. Abramson, Edward E. Levels of Aspiration of Negro 9th Grade Males in Integrated and Segregated Schools. Psychological Reports, 29 (1): 258, August 1971.

   Aspiration, Racial Integration, Integration Effects, Self Concept, Self Esteem.

2. Abrell, Ronald L. and Hanna, Charles C. High School Student Unrest Reconsidered. High School Journal, 54 (6): 396-404, March 1971.

   Activism, High School Students, Student Attitudes, Educational Change, Student Participation.

3. Ackerly, Doug. An Activist Student Comments. NASSP Bulletin, 55 (352): 13-19, February 1971.

   Power Structure, Student Opinion, Activism, Student Teacher Relationship, Educational Change.

4. Adams County School District 12, Denver, Colo. A Total Immersion in the Hispano Culture, A Model Unit: Handbook for Simulated Experiences in Human Relations. [1970] 103p. ED 047 851 (MF-$0.65; HC-$6.58).

   Under the auspices of the Kettering Foundation, School District No. 12, Adams County, Colorado, designed a pilot program to enable students to become actively involved in realistic and meaningful experiences with at least 2 minority cultures: Hispano and, to a lesser extent, American Indian. The unit in this publication was developed to give a large group of elementary students an opportunity to learn about the vast rich Hispano culture through simulated experiences which are instrumental in nurturing knowledge, feelings, positive attitudes, and a greater awareness of the student, teacher, and parent in improved human relations. The unit is divided into 4 major parts: (1) The Roots of Hispano Culture, (2) The Emergence of the Hispano Culture, (3) The Hispano Culture in a Modern Urban Society, and (4) Culminating Activity. Included in this handbook are bibliographies for each phase of Hispano culture. The Appendix contains information on the Mexican flag, Navajo rugs, and planning procedures for new Spanish towns. A section dealing with Spanish-English vocabulary is also included.

5. American Institutes for Research, Palo Alto, Calif. Cross-Cultural Family Center, San Francisco, California: A Nursery School Providing a Multi-Cultural Curriculum to Promote Racial Understanding and Acceptance. Model Program--Childhood Education. 1970. 16p. ED 045 214 (MF-$0.65; HC-$3.29).

The Family Center is the direct outgrowth of Nurseries in Cross-Cultural Education (NICE) and is committed to the values of cross-cultural associations. Families approach the education of children 2 to 5 years as an intercultural preschool experience whose influence extends outward to the multi-ethnic neighborhood. Parents are encouraged to participate, interacting with the staff and each other during formal and informal sessions. The project staff offer a course on working with young children to interested mothers. Positive contributions stemming from this project are that the children involved seem to be developing without racial or class prejudice and the parents are more open-minded in accepting members of other socioeconomic and racial groups as friends. The materials and films developed may be useful to other projects whose aim is to develop cross-cultural understandings. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

6. Anderson, Gary L. Effects of Classroom Social Climate on Individual Learning 1. Washington, D.C., American Educational Research Association, February 1969. 8p. ED 045 530 (MF-$0.65; HC-$3.29).

This study examines the effects of class properties on individual learners. Subjects represented a random sample of 800 pupils in 113 Harvard Project Physics classes during 1968, and were divided into eight same-sex samples--one for each of four learning criteria. The Learning Environment Inventory was used to obtain 14 climate scores. Regression-adjusted gain scores of individuals were related to individual IQ, class mean climate properties, and their interactions. To give an indication of the types of relationships found, this paper examines three social climate properties--intimacy, friction, and cliqueness. These are considered in their relationship to female gains on one learning criterion only, Test of Understanding Science (TOUS). Intimacy is positively related to TOUS gains for females of high ability but bears a negative relationship to learning for females of low ability. Extremes on friction are positively related to gains in science understanding. Cliqueness of school classes acts similarly to friction for females. This study has implications for helping researchers and teachers to understand, control, and harness the potential influence of peer group forces on school experiences.

7. Anderson, Robert T. and Lee, Nathaniel. Inter-Racial In-Service Program Designed to Increase the Educational Opportunities of the Children in the Richmond Public Schools, July 1, 1965--June 30, 1966; and February 1, 1968--December 31, 1968. Richmond, Va., Richmond Public Schools, Va., 1966/1968. 276p. ED 056 111 (MF-$0.65; HC-$9.87).

The objectives of the Institute were to improve the educational programs offered to all children in the Richmond Public Schools, and to assist staff members in broadening their self-concepts in relation to co-workers, various sub-cultures, and the environment in which they teach. Thirty-one different groups were involved during 1965-1966; each had an instructor selected for their competence in a subject area. The program centered around six content areas: Communication; Development of Future Leaders; Leadership Development; Reading Improvement; Social Science; and, Speech Improvement. Also included is a Final Report concerned additionally with the employment of "advisory Specialists", a team of urban experts to help prevent resegregation and to recruit competent personnel for desegregated faculties.

8. Astin, Alexander W. and Bayer, Alan E. Antecedents and Consequents of Disruptive Campus Protests. Measurement and Evaluation in Guidance, 4 (1): 18-30, April 1971.

College Environment, Student College Relationship, Activism, Student Behavior, Policy Formation; the results suggest that the impersonal environments of the large universities may be inherently conducive to the development of disruptive protest, and particularly of protest that involves violence. Furthermore, the large institutions appear to be less responsive than smaller Colleges to such protest.

9. Atlanta Public Schools, Georgia. This Child Succeeds in School. [1969] 19p. ED 057 145 (MF-$0.65; HC-$3.29).

Project Success Environment is an experimental program sponsored by the Atlanta Public Schools and funded by the State Department of Education under Title III of the Elementary and Secondary Education Act of 1965. The focus of this program, subtitled "An approach to Community Educational Improvement," is the development of a success technique for use with inner city pupils. The success technique is an application of reinforcement theory to modify pupil behavior utilizing relevant, rewarding experiences with positive outcomes as the reinforcer. Over a three-year period, the major goals or objectives of the program are: to train teachers, assistant teachers, and pupil models to use the success technique; to observe, record, occur in project pupils who are exposed to success technique; and, to develop, refine, and document the success technique based on experience obtained from utilizing and evaluating it, so that it can be replicated in other schools or cities. Criterial behaviors being observed include conduct, academic achievement, and self-concept. Although it is too early to be able to draw conclusions from the data collected, the evidence is promising. For example, over the first 22 weeks of the school year, disruptions per student dropped from around 3.5 to around 1.5.

10. Ayers, George E. Teacher Attitudes and Black Children. Kappa Delta Pi Record, 7 (1): 22-24, October 1970.

Teacher Attitudes, Negro Youth, Teaching Techniques, Student Needs.

11. Baako, Kojo. Co-opting Student Power. Social Policy, 2 (1): 60-61, May-June 1971.

Activism, College Students, Political Attitudes, Student College Relationship, Government Role; last year's national student strike showed how skilfully mass reaction to legitimate grievances can be redirected to an unproductive channel where it could be allowed to run itself out, resulting in frustrated extreme reactions and disappointed apathy.

12. Banmen, John and Capelle, Ron. Human Relations Training in Three Rural Manitoba High Schools. Winnipeg, Manitoba, Dept. of Youth and Education, April 1971. 25p. ED 052 478 (MF-$0.65; HC-$3.29).

It is assumed that too few principals, teachers and counselors possess the necessary personal characteristics which facilitate the growth or self actualization of students. This study investigates whether these qualities could be developed, using a model of human relations training. Four hypotheses were formulated: (1) teacher self actualization, as measured by the Personal Orientation Inventory, will be higher after human relations training; (2) attitudes toward the educational process, as measured by the Educational Process Opinionnaire, will change; (3) human relations training will increase the value, to the participants, of inclusion and affection, and decrease the value of control; and, (4) participants' post-training overt behavior will be more consistent with the behavior they desire from others.

Hypotheses I and II were supported, i.e. there were significant changes in the direction predicted. Hypotheses III and IV received partial support. It is concluded that human relations training can be of value in assisting educational personnel development of personal characteristics which enhance their functioning.

13. Baty, Roger Mendenhall. The Effect of Cross-Cultural Inservice Training on Selected Attitudes of Elementary School Teacher Volunteers: A Field Experiment. Stanford, Calif., Stanford University, International Development Education Center, 1970. 127p. ED 046 902 (MF-$0.65; HC-$6.58).

This research study was designed to determine the effect of exposure to cultural-social-economic diversity on selected attitudes of elementary school teachers by investigated the effects on teacher tolerance and optimism of exposure to 1) the usual classroom situation and 2) an inservice training program. The research was conducted as a field experiment using a pretest-posttest control group design with replication. A community with a Mexican-American minority population in the southern Bay Area of California was selected, and the training program was designed to increase the teachers' understanding of the children's cultural background and to help teachers increase the children's self-esteem. Results indicated that teachers with more than one year's experience with disadvantaged children were more optimistic in their approach, and that the training program made participants more liberal in their outlook. It is recommended that new teachers should not be placed in classrooms with a large percentage of disadvantaged children. Appendixes include: 1) the procedure used for formation of treatment and matched comparison groups; 2) the survey instrument; 3) the classroom observation record; 4) a cybernetic model of the educational process; 5) analysis of the association between teacher background characteristics and changes in score; and 6) a 73-item bibliography.

14. Baty, Roger M. Education for Cultural Awareness, Bulletin Series in School Desegregation. Riverside, Calif., University of California, Western Regional School Desegregation Projects, June 1971. 33p. ED 056 153 (MF-$0.65; HC-$3.29).

In discussing cultural awareness, this report points out the needs for teacher education in this area. The report questions the utility of the melting-pot image for America; it expresses the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value, and reward these differences. The multi-ethnic or pluralistic model is proposed as a more relevant educational model for the 1970's. Work in training teachers in this area is described.

15. Baughman, E. Earl. Black Americans: A Psychological Analysis. 1971. 129p. ED 051 341 (Document available from Academic Press, Inc., 111 Fifth Ave., New York, N.Y.; $2.95).

Contents of this book include: (1) The Concept of Race--Black, Negro, Afro-American, Colored?; Social versus Biological Definitions of Race; and Confounding Race and Social Class; (2) Intelligence--Black-White Differences in IQ: age and sex differences, the genetic explanation, the environmental explanation, family correlates of IQ, and a personal view; stability of the IQ: measurement errors, change in IQ among young black children under natural conditions, attempts to produce IQ gains, and correlates of IQ change; and, Primary Mental Abilities; (3) Scholastic Performance--race, sex, and age differences; scholastic performance and IQ level; family correlates of scholastic performance; the effects of school desegregation; teachers' expectations; and, teachers' views of their children; (4) Self-Esteem--The Traditional View; A Reconsideration of the Traditional View; and, Three Empirical Studies; (5) Rage and Aggression--Channeling Black Aggression (Hortense Powdermaker); Is the Black More Aggressive than the White; and, Two Empirical Studies; (6) Psychopathology--The Incidence of Behavioral Disturbances among Blacks; The Significance of the White Man's Perspective; and, Treatment; (7) Socialization and the Family--Origins of Black Families; A Post-Slavery Phenomenon; Family Structure; and, Socialization Techniques; and, (8) Leadership and Education.

16. Bayne, Stephen. A Non-Answer to a Request for a Teacher's Guide to Indian Children. American Indian Education, 10 (2): 29-33, January 1971.

American Indians, Cultural Awareness, Social Factors, Interpersonal Relationship.

17. Beauchamp, Edward R. Recent Developments in the Japanese Student Movement. Peabody Journal of Education, 48 (4): 321-324, July 1971.

Activism, Student Attitudes, Violence, Japan.

18. Berbert, David G. Urban Diary: Kansas City. Junior College Journal, 41 (8): 18-22, May 1971.

Junior Colleges, Experimental Programs, Sensitivity Training, Student Teacher Relationship, Teacher Workshops; twenty-four community college faculty from the Kansas City area participated in a 1-week sensitivity seminar to develop greater awareness and feeling toward environments, attitudes, problems, and life styles of college students from various ethnic, racial, and sub- or counter-culture minority groups.

19. Berenson, David H. The Effects of Systematic Human Relations Training Upon Classroom Performance of Elementary School Teachers. Journal of Research and Development in Education, 4 (2): 70-85, Winter 1971.

Human Relations, Teacher Education, Teacher Effectiveness, Elementary School Teachers, Interpersonal Competence.

20. Bernalillo Public Schools, New Mexico. Tri-Cultural Sensitivity In-Service Training Program. Sample Teaching Units. [April 1970.] 81p. ED 051 327 (MF-$0.65; HC-$3.29).

Contents of this book, designed to give the certified personnel of the Bernalillo Public Schools (Dade County, N.M.) an idea of what can be done in their teaching areas to meet with the philosophy of that school system, include units on: Social Studies, grades one to six; "We Three and Our Home"; "About me"; "My family"; "My father"; "My mother"; "Things I can do by myself"; "My house and things we have at home and activities"; "Food"; "Indian Leaders"; "My playmates"; "People I see, know, and like"; "Music"; "Art"; "Introduction to poetry"; "Biology"; "Use of flowering plants"; "Mathematics"; "Measurement"; "Cost of operating an automobile"; "Cost of operating a car, word problems"; "Word problems in mathematics--taking the three cultures into consideration"; "Literature"; "Early American Literature"; and, "American folklore." Each unit includes information on objectives, activities, materials, resource persons, and evaluations.

21. Bernalillo Public Schools, New Mexico. Tri-Cultural Sensitivity In-Service Training Program Report. [January 30, 1970] 239p. ED 051 328 (MF-$0.65; HC-$9.87).

The Tri-Cultural Sensitivity In-Service Training Program, funded by the Federal government under the provisions of Title IV, Public Law 88-352 (Civil Rights Act) of 1964, was developed in response to the results of a system-wide survey of the staff in 1967. Eighty-five percent of the teachers granted that a deficiency in knowledge, understanding, and the know-how of communication among the cultures of Mexican Americans, Indians, and Anglo Americans could be the reason for failure to meet the needs of the students. Among the objectives of the program were: to conduct training for the professional staff, the student population, the community, and non-certified personnel with regard to human values by means of in-service programs geared to the specific needs of each respective group; to conduct highly concentrated beginning-of-the-year orientation in-service sessions according to the individual needs of the staff; and, to prepare long-range sequential procedures, which will lead to a balanced curriculum and provide for relevancy in the instructional program, so that students will get more meaning by being able to relate their home environment to the school environment, at least partially.

22. Besel, Ronald R. And Others. Evaluation Report: Project Insight, 1969-1970. 1970. 54p. ED 045 463 (MF-$0.65; HC-$3.29).

This report describes the measurable impact of the course, Human Relations, on student attitudes and a synthesis of views from extensive teacher interviews. (Technical aspects of the evaluation design, instrumentation, and tables are appended.) Experimental subjects were 811 students, grades 9-12, who were completing the semester course. 14 attitude scales were cast into three distinct forms: for blacks and whites; whites only; and, blacks only. The overall results indicate that the course has an effect on expressed verbal attitudes of students in accord with the general goals of the program, such as increased sensitivity and self-awareness. 26 high school teachers (representing 20 school systems) who use the curriculum were interviewed. Their subjective impressions were highly positive. Other teacher responses are also summarized. A "tentative and impressionistic" summary of elementary school teachers' responses is also provided. Finally, the authors discuss their concerns about the whole program.

23. Blackstone, Tessa and Hadley, Roger. Student Protest in a British University: Some Comparisons with American Research. Comparative Education Review, 15 (1): 1-19, February 1971.

Student Behavior, Activism, College Students, Comparative Education, Educational Research.

24. Blau, Peter M. and Slaughter, Ellen L. Institutional Conditions and Student demonstrations. Social Problems, 18 (4): 475-487, Spring 1971.

Demonstrations (Civil), Activism, Institutional Environment, College Students, Student College Relationship; data from a representative sample of four-year colleges and universities in the U.S. were analyzed to reveal the relations between the number of student demonstrations, impersonal treatment of students, institutional size, and responsiveness to reasonable student demands.

25. Bloomberg, Edward. Student Violence. 1970. 91p. ED 047 402 (Document available from Public Affairs Press, 419 New Jersey Avenue, S.E., Washington, D.C. 20003; $3.25).

This report discusses student violence within the framework of causes, issues, and false and true solutions. The author decries the abdication of responsibilities by both college administrators, who have permitted students to "do their thing," and leftwing students, who crusade thoughtlessly against educational institutions. Some true solutions suggested include (1) forcing radicals to grant free speech on campus, (2) encouraging administrators to write rebuttals to radical articles in the college newspaper, (3) presenting administrator alternatives for student action, (4) taking an offensive rather than a defensive administrative attitude toward student activists, and (5) punishing student misbehavior.

26. Bolden, Wiley S. And Others. A Report: Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 20-July 22, 1966. Atlanta, Ga., Clark College, November 1966. 85p. ED 056 124 (MF-$0.65; HC-$3.29).

The Institute sought to enable 40 counselors and teacher-counselors to develop: (1) understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow up in America; (2) understanding of the needs and behavior of the Negro and the white child in the desegregated school situation; (3) understanding and competence relevant to testing minority group children; and, (4) self-understanding and personal effectiveness in interracial and other interpersonal situations. Instruction in each of the three subject matter courses was given three to five times per week during two-hour periods. Lectures, group discussions, panel presentations, demonstrations, films, and a programmed teaching aid in human relations were among the teaching methods used. The Institute period took place between June 20, 1966 and July 22, 1966. The follow-up period continued on to May 1, 1967.

27. Bordie, John. Cultural Sensitivity Training for the Teacher of Spanish-Speaking Children. TESOL Quarterly, 4 (4): 337-342, December 1970.

Spanish Speaking, English (Second Language), Teacher Role, Cultural Awareness, Teacher Workshops; suggests that a greater awareness of cultural differences accounts for the fact that teachers of English as a foreign language abroad enjoy more success than teachers of English as a second language at home, and presents a workshop format designed to improve cultural sensitivity in the latter group.

28. Bowman, David L. Reducing Freshman Attrition and Preparing Teachers for the Disadvantaged. Oshkosh, Wis., Wisconsin State University, 1970. 31p. ED 051 112 (MF-$0.65; HC-$3.29).

This project, supported by federal, state, and local funds for 3 years, was designed to reduce the attrition of underachieving students; to develop positive attitudes toward self, others, school, and society; to increase enthusiasm and interest for teaching as a profession; and to develop interest and understanding for teaching the disadvantaged. One of the key components was the Personal Development Seminar, designed to help students understand themselves and the university and to increase their potential for success. Approximately 900 freshmen participated in the seminars each semester, with 35-40 professors. In earlier research with about 40 students experiencing academic difficulty, the pilot groups greatly improved their academic records. When matched with three other groups not in the project, they earned twice as many A's and B's and half as many D's and F's as their counterparts during a one-semester period, and their attitudes seemed to become increasingly positive. Utilizing experience gained from the project, the School of Education is experimenting with the seminar for each of the 1800 freshmen enrolled in the Orientation to Public Education course. A university academic success committee has been established, a 2-week, three-credit workshop is held in August for incoming probationary students, and a student cooperative learning center has been established by some of the original project students.

29. Brottman, Marvin A. and Salz, Donald F. Putting Student Teaching in Context. Chicago, Ill., University Chicago, 1971. 26p. ED 049 159 (MF-$0.65; HC-$3.29).

A study attempted to detect any significant relationships between student teachers' perceptions of their roles as teachers, their needs and attitudes, their observed behavior in the classroom setting, and their students' perceptions of the classroom climate. Student teachers (N=39) were administered the Minnesota Teacher Attitude Inventory (MTAI), Edwards Personal Preference Schedule (EPPS), and Teacher Role Description (TRD). My Class Inventory was used as a pre-posttest in four classrooms and posttest in 11 more. Systematic observations using Ryan's Classroom Observation Record (COR) were made on part of the total sample. Summary and conclusions: There was a decrease in satisfaction in classroom climate during the student teaching period. There was no clear relationship between student teachers' perceptions of role, personality, needs, attitudes toward children, and classroom climate measures. Student teachers become more initiating, democratic, and broader in their presentations over time with a significant overall shift in behavior toward the "better" side of the scales. Teacher behavior is significantly related to classroom climate with no clear difference between early or late measures. Climate measures taken together are significantly related to each of Ryans' patterns of teacher behavior. There are significant relationships between certain patterns of teacher behavior and perception of role. Behavior related significantly to some needs and attitudes.

30. Brown, James C., And Others. Southern Negro and White Educators: A Comparison of Pertinent Characteristics. Journal of Negro Education, 40(2): 159-162, Spring 1971.

Teacher Characteristics, Administrator Attitudes, Negroes, Caucasians, Racial Differences

31. Brown, Steven R. and Thomas, Dani B. Public Response and Private Feeling: Reaction to the Kent State Situation. Washington, D.C., American Educational Research Association, February 1971. 36p. ED 046 357 (MF-$0.65; HC-$3.29).

This report discusses 2 studies that examine reaction to the killing of 4 students by National Guardsmen at Kent State University, Ohio, on May 4, 1970. The first study was designed to investigate the segmentation of the public in terms of its reaction to the Kent State incident. Three groups, or attitudinal types: radicalized students, tolerant, but somewhat conservative adults, and intolerant adults, emerged factor-analytically through a Q technique analysis of 228 respondents. Their sentiments were segmented into 3 groupings: (1) those supporting students, (2) those intolerantly opposing them, and,(3) those who were tolerant, but nonsupporting. This study considered the characteristics of these groups and their relation to one another. The second study is an intensive analysis of the perceptual worlds of 6 radical and 6 moderate Kent State students, in which images of figures in their personal and political worlds were examined factor-analytically for evidence bearing on the ways in which students related to the Kent State situation. An appendix includes the factor loadings and factor scores associated with the first study.

32. Brown, Walter L. A Communications Institute for Elementary Teachers Serving Disadvantaged Children in Desegregated Schools. Buckhannon, West Va., West Virginia Wesleyan College, 1966. 58p. ED 056 103 (MF-$0.65; HC-$3.29).

The participants included both in-service teachers and student teachers at the elementary level who were selected partially on the basis of their recognition of problems relative to the disadvantaged. This was a bi-racial institute, however, representation from wide geographical areas was one of the selection criteria. It was held at West Virginia Wesleyan College during the summer of 1966.

33. Burbach, Harold J. and Thompson, Myron A. Alienation Among College Freshmen: A Comparison of Puerto Rican, Black, and White Students. Journal of College Student Personnel, 12 (4): 248-252, July 1971.

College Freshmen, Minority Groups, Social Isolation, Social Characteristics, Student Alienation, Psychological Characteristics; students were compared on alienation and three of its components: powerlessness, normlessness and social isolation. Among the findings were that the Puerto Ricans were less socially isolated than the white and black groups and that blacks showed more powerlessness and normlessness than whites. Implications for the university were discussed.

34. Burgess, Bonita G., Comp. A Bibliography. Philadelphia, Pa., Philadelphia School District, 1969. 50p. ED 049 118 (MF-$0.65; HC-$3.29).

This bibliography was compiled for a human development curriculum. The materials pertain to both children and adults, and are intended for both teachers and students. The categories are: printed works, films, filmstrips, photographs, records, and centers which produce instructional materials. In addition, a classification system is used for such topics as: Man's Curiosity About His World, Search for Meaning in Life, Man's Feelings About Himself, Man's Concern for Others, Man's Generations and Their Relationships, The World of Work, and Social Roles.

35. Burgoon, Michael. The Effects of Response Sets and Race on Message Interpretation. Speech Monographs, 37 (4): 264-268, November 1970.

Ethnic Groups, Interpretive Skills, Readiness (Mental), Activism, Racial Attitudes; a study to "determine if attitudinal response sets could be induced to produce differential interpretations of a message by receivers of different races."

36. Burrell, Leon and Rayder, Nicholas F. Black and White Students' Attitudes Toward White Counselors. Journal of Negro Education, 40 (1): 48-52, Winter 1971.

Student Attitudes, Negro Students, Caucasian Students, Counselors.

37. Burroughs, Wayne A. and Jaffee, Cabot L. Attitudinal Reaction of White Females Toward Two Black Female Collaborators. Journal of Psychology, 79: 3-11, September 1971.

Bias, Racial Factors, Reactive Behavior, Emotional Response, Females.

38. Bybee, Roger W. and Chaloupka, Donald W. Students' Perception of the Teacher They Like Best: A Comparison Including Advantaged, Average, and Disadvantaged Students. Colorado Journal of Educational Research, 10 (4): 31-35, Summer 1971.

Teacher Characteristics, Teacher Behavior, Student Attitudes.

39. California State Department of Education, Sacramento, Bureau of Intergroup Relations. Intergroup Relations and the Education of Mexican American Children. An Advisory Report to the Board of Education, Norwalk-La Mirada Unified School District. 1971. 79p. ED 052 854 (MF-$0.65; HC-$3.29).

Prepared from a 3-agency team study of the Norwalk-La Mirada public schools during October through December of 1970, this problem-oriented report sets forth the results of school observations, community interviews, and staff opinion surveys, all directed toward analyzing intergroup relations and Mexican American education in this predominantly Anglo American school district. The material obtained via the team study provides the foundation for a 3-pronged evaluative summary of intergroup conflict, cultural pluralism, and rigidity and depersonalization in the schools, thus leading into 26 recommendations for action in areas such as compilation and use of data, community involvement, ethnic balance in the schools, employment and utilization of staff, student relations, tracking and teaching practices, inservice education of staff, and multi-ethnic curriculum. An appendix contains 4 statistical tables and an excerpt from the report "Intergroup Conflict in California Secondary Schools."

40. Caligurí, Joseph P. Suburban Interracial Education Projects. A Resource Booklet. Kansas City, Mo., University of Missouri, [1970] 88p. ED 051 035 (MF-$0.65; HC-$3.29).

This resource booklet is directed toward communities and school districts interested in preparing or orienting school populations for intergroup relations with minority groups. The 22 projects described grew out of a course on Intergroup Relations with 300 participating teachers from the greater Kansas City metropolitan area. Seven projects focus on preparing for the problem of multi-racial classrooms, discussing such topics as student and faculty attitudes, prejudices, surveys of population, inservice programs, and teaching methods for improving intergroup relations. A second group of projects is designed to assist the suburban teacher in dealing with the problems of the multi-racial classroom and also help the suburban student learn about and understand differing minority group students. These include resource units on human relations, self-concept, and racial understanding. Finally, 4 projects are provided which will assist the teacher in working with other classroom problems (the underachiever, the discipline problem, and the social isolate). Each project is outlined in the following format: 1) Subject, 2) Background, 3) Objective, 4) Procedure, 5) Limitations, and 6) Conclusions, Evaluations, or Recommendations. Some of the projects also list sample sources materials for units, survey questions, test questions, or other project activities. An annotated bibliography of sources on Intergroup Education is appended.

41. Cameron, Brent. Sensitivity Training in the Classroom. 1970. 5p. ED 048 310 (MF-$0.65; HC-$3.29).

Sensitivity training in the classroom can help children cope with and adapt to their environment--family, peer group, friends, school, and teachers--and get them to talk honestly and openly about emotional, social, and intellectual feelings and concepts. Some techniques of encouraging students to explore, to become involved with and aware of themselves and their world may include: (1) photographing a familiar person or object and writing about its; (2) experiencing various senses and then describing a pipe cleaner, a rock, a dictionary, a grape; and (3) categorizing the ways in which emotions, body postures, and facial expressions affect communication.

42. Carlson, Kenneth. Preparing Urban High School Teachers. November 1970. 11p. ED 046 835 (MF-$0.65; HC-$3.29).

This is a brief personal review of the Rutgers University urban internship program which is operated in conjunction with the New

Jersey Urban Education Corps. The purpose of the program is to prepare liberal arts graduates to be secondary school teachers in urban areas. The recruiting of the interns took place mostly at black colleges and universities and among Peace Corpsmen and Vista Volunteers. The 46 Interns with whom the program began in June 1970 were almost evenly divided between blacks and whites. Social science majors predominated. During the summer phase the interns worked with community and school groups in the cities in which they would be teaching. This practical work experience was supplemented with seminars on contemporary urban culture and the adolescent subculture therein. The interns in Newark worked with a Catholic Church group in the central ward on a tutorial and recreational program for high school and elementary school students. In the fall 1970 semester the interns did supervised half-day teaching in the school systems. In addition, they took four graduate courses at Rutgers consisting of: 1) a practicum in urban schools and communities; 2) a practicum in the teaching of the subject specialty to urban students; 3) a research and theory course on urban education; and, 4) a course in the intern's subject major.

43. Chadwick, Bruce A. And Others. Correlates of Attitudes Favorable to Racial Discrimination Among High School Students. Social Science Quarterly, 51 (4): 873-888, March 1971.

Racism, Racial Attitudes, Race Relations, Caucasian Students, Negro Students; independent variables significantly correlated with an attitudinal tendency to discriminate among whites: prejudice, perceived nonconformity, parental social pressure, fear of future competition, political separatism, anxiety about racial conflict, assaultiveness, and equal status contact. Prejudice, parental pressure, and institutional discrimination among blacks.

44. Chesler, Mark and BenDor, Jan Franklin. Interracial and Intergenerational Conflict in Secondary Schools. 1968. 63p. ED 050 204 (MF-$0.65; HC-$3.29).

Through the resolution of conflict, the quality of both interracial and intergenerational relations, and of education itself can be improved. Some of the major issues are: peer support, relations between black and white peer groups, educators' styles, professional roles, and community relations. Resolution techniques discussed include staff and faculty training in race relations, negotiations training for both students and administrators, acceptance of role reciprocity, curriculum change, community control, restructuring, and consultant intervention in crises.

45. Chicago Board of Education, Chicago, Ill. Puerto Rican Culture as it Affects Puerto Rican Children in Chicago Classrooms. 1970. 20p. ED 052 277 (MF-$0.65; HC-$3.29).

This publication was prepared for the purpose of developing better understanding and greater appreciation between the Puerto Rican child who enrolls in the Chicago public schools and his classroom teacher. As a result of their experiences in teaching both in Puerto Rico and Chicago, the four participants in the Puerto Rico Exchange Teachers Program of 1968-69 present herein those aspects of the culture which would be likely to affect the child's classroom behavior. It is considered that an informed teacher may be able to assist the bicultural child to a considerable degree.

46. Claiborne County School District, Port Gibson, Miss. Interpersonal Relations and Reading Improvement. September 1969. 66p. ED 050 908 (MF-$0.65; HC-$3.29).

A series of programs in Claiborne County, Mississippi, designed to improve interpersonal relations and preschool and first-grade reading instruction was evaluated. Part of a plan designed to aid majority Negro rural isolated school districts, these programs consisted of: (1) inservice training for teachers, (2) a preschool readiness program using the Readimobile unit, (3) the utilization of Open Court Correlated Language Arts Program for reading improvement, and (4) the Ojemann Program teaching human behavior understanding. Data were collected on these programs and treated by various statistical methods. Major results of the analysis revealed that (1) there was a significant increase in 1968-69 preschool readiness scores when compared to 1967-68 scores, (2) participants of the Readimobile program scored at a significantly higher level on readiness tests than did Headstart participants, (3) the reading achievement of first graders did not increase significantly, (4) the relationships between readiness scores and first-grade achievement scores was significantly higher in 1968-69 than in previous years, (5) students showed a significant increase in the application of the causal approach to human behavior, and (6) teachers rated "parental support" as their most pressing problem and "motivation to learn" as their least pressing concern. Appendixes and tables are included.

47. Clark, John R. College Progress. College English, 32 (6): 691-695, March 1971.

Student College Relationship, Activism, Administrator Role, Student Alienation; a satirical recounting of events at a strife-torn college during 1970-71.

48. Clark, Todd. "Integration: The First Year": A Role-Playing Simulation on School Integration. October 1970. 12p. ED 050 215 (MF-$0.65; HC-$3.29).

The focal crises simulated in the game are set in a district integrated at the beginning of the Fall term. Each school had an enrollment that was approximately 52 percent white, 22 percent black, 22 percent Mexican American, and the remainder Oriental. During the early weeks of school, the integration plan worked smoothly. After a short time, racial tensions began to develop in the junior and senior high schools. Caused in most instances by what appeared to be trivial matters, school authorities feared these tensions would develop into more serious problems. Abraham Lincoln, a school of 2,200, was typical of the senior high schools in the district. Since the beginning of the semester, one small incident had followed another until serious racial tension existed on the campus. In an effort to "cool off" the campus and help locate the specific sources of trouble, the principal called together a representative group of parents, teachers, administrators, and students for a series of meetings. It is this series of meetings that constitute the roles and stage for the simulation. Participants are assigned roles, including those of black student, teacher, parent, administrator, etc.

49. Cohen, Elizabeth G. And Others. Modification of Interracial Interaction Disability Through Expectation Training. February 1971. 31p. ED 049 323 (MF-$0.65; HC-$3.29).

The experiments here reported represent attempts to produce "equal status interaction" in four-man groups of junior high school boys, two of whom are white and two black. The theory is that equality is not a consequence of interracial task performance. Rather it is likely that generally held beliefs about the differential competence of the two races affect the new situation via initial expectations, resulting in a differential activity and influence rate, a case of self-fulfilling prophecy. The three experiments used three treatments, respectively. The first involved giving the black subject (Ss) superior training on a task unrelated to the criterion task, a game situation. The second involved having the black Ss teach the white Ss the training task prior to the game. Neither was successful in inducing "equal status interaction." However, a third treatment, in which the black Ss were specifically instructed on the relevance of the training task to the game situation by a black trainer prior to teaching the white Ss, was successful. The implication of these results for educators is the necessity to treat expectations of both black and white Ss to attain racial balance in these integrated groups. The condition in which only black expectations were treated produced results similar to those of previous studies.

50. Cornwell, Henry G. Comparison of Changes in Self-Image of Black and White Students Kindergarten Through High School. Final Report. Lincoln, Pa., Lincoln University, November 1970. 116p. ED 051 308 (MF-$0.65; HC-$6.58).

A cross-sectional study of self-image and racial and sexual differences in self-attitude in a fully integrated public school system is reported. The subjects were all students in the kindergarten, 3rd, 6th, 9th, and 12th grades. The instruments chosen for the study were the Self-Social Symbols Tasks, Gough Adjective Check List, Edwards Personal Preference Schedule, a form of the Semantic Differential, and a subjective paragraph describing present self and ideal self. The major findings are as follows: Over the range of grades measured there is no significant racial difference in self-esteem, but black self-esteem appears to be lower than that of whites at the kindergarten level and higher than that of whites at the 12th grade level. Female self-esteem tends to be higher than that of males. Blacks have less esteem for and tend to identify less with father, teacher, and friends than do whites. The teacher has relatively low esteem for and lack of identification with all subgroups. Black students show greater individuation and less social interest than whites. An abasement-succorance- aggression need pattern is observed at the 3 higher grade levels for all subgroups. Detailed findings, including means, standard deviations, black/white comparisons, and male/female comparisons on all the scales of all the instruments, are provided. The study concludes with recommendations for remedial action.

51. Cromack, Robert E. The Functional Nature of Social Dialects: Social Change and the Teaching of Black English. English Record, 21 (4): 74-82, April 1971.

Negro Dialects, Black Community, Student Teacher Relationship, School Community Relationship, Standard Spoken Usage; black English is adequate for speakers within the black community: adding a second dialect, standard English, opens new roles within the larger society. The teacher can encourage or discourage such change depending on his relations with students and the community.

52. Crooks, Roland C. The Effects of an Interracial Preschool Program upon Racial Preference, Knowledge of Racial Preferences, and Racial Identification. Journal of Social Issues, 26 (4): 137-144, Fall 1970.

Racial Recognition, Preschool Programs, Racial Differences, Integration Effects, Identification (Psychological); racial preference, knowledge of racial differences, and racial identification of lower class Negro and white urban preschoolers were examined. An attempt was also made to determine the effect of an enriched preschool program on these three response measures. Negro as well as white children rejected brown dolls, possibly a result of parental behavior during early socialization.

53. Cunningham, Dan. School Desegregation and Student Unrest. Florida Schools, 33 (4): 14-17, March-April 1971.

School Integration, Activism, Negro Students, Student Alienation.

54. Dade County Public Schools, Miami, Fla. Program Plan for Improved Human Relations, 1970-1971. October 1970. 26p. ED 051 326 (MF-$0.65; HC-$3.29).

Rapid social change has brought with it conflicts which are manifest in the institutions of the community, particularly the school system, which latter has become a focal point for social, political, and judicial action. Mechanisms for problem solving must be established at all levels throughout the school system. A system of communications must be organized to provide for input from and feedback to all concerned groups. The county staff has identified a broad approach and specific application which it is prepared to recommend. In each school the principal and a small group of key personnel identified by the faculty and selected by the principal should be trained to use problem-identification and problem-resolution techniques. The training is to be directed specifically to the needs of the school system. The training should be accomplished through short two- and three-day workshops followed up by periodic single-day sessions. The building of the cadre in each school should take place over an extended period, but it can begin to be a problem solving or reducing mechanism after initial training. The county staff, particularly the Title IV (Civil Rights Act) Human Relations Team, will provide support resources to schools in developing and implementing the cadre approach.

55. Davis, Joseph S. A Study of Attitudes Held by Black Students Living in Residence Halls. Columbia, Mo., University of Missouri, May 1, 1970. 11p. ED 045 036 (MF-$0.65; HC-$3.29).

A student's attitude toward the educational institution he attends may have an effect on his academic achievement there. Much of that attitude is developed in dormitories. This study attempted to investigate the effects of providing black students with a residence hall floor which would have a higher concentration of black students than was normal for the campus. Two groups of 12 black students each and 2 groups of 14 white students participated in the study. All groups were pretested on their attitudes toward dormitory living. The black experimental group that had negative attitudes toward dormitory living on the pre-test had positive attitudes on the post-test, while the white experimental group changed their attitudes from positive on the pre-test to negative on the post-test.

56. Delon, Floyd G. The Law and Student Activism in the Public School. Educational Horizons, 49 (2): 45-49, Winter 1970-71.

Activism, Public Schools, Laws, Court Litigation, Educational Legislation.

57. Deslonde, James L. Internal-External Control Beliefs and Racial Militancy of Urban Community College Students; The "Problem" of Militancy. 1970. 40p. ED 047 676 (MF-$0.65; HC-$3.29).

A sample of 769 students (male and female, black and white), enrolled in natural science, mathematics, business and remedial reading classes at an urban community college were studied to explore the relationship :(1) between radically militant beliefs of black (and white) college students and beliefs they hold about the control of their environment and (2) between the belief measured by four dimensions of race ideology and approval of racially militant groups in the community college and the techniques used by these groups. This study uses the following four of the seven dimensions of Gurin's Multidimensional Internal-External Scale: (1) the attitude of individual vs. system blame; (2) individual vs. collective action beliefs; (3) modifiability of the social system; and,(4) racial militancy. Included in all the dimensions is the concept of personal control beliefs vs. ideological control beliefs. The six hypotheses are divided into two parts. The first part examines beliefs in control as related to race. The second part examines relationships and differences associated with personal control and race ideology of black and white students. The results and implications of the study are considered in detail and suggestions for integrated colleges are offered.

58. Dexter, Gene. An In-Service and Advisory Assistance Program Relating to the Problems Coincident with and Incident to the Process of Desegregation of Schools in the Kansas City, Missouri, School District. Kansas City, Mo., Kansas City School District, 1967. 263p. ED 056 108 (MF-$0.65; HC-$9.87).

This project was conducted for sixty members of the Paseo High School staff. The general objective for this workshop was to acquaint teachers with the social and psychological context of desegregation and with some approaches to teaching learners in situations of educational disadvantage. The participants met for three hour sessions five times in February and March of 1967. Resource persons were called upon to give lectures, demonstrations, and lead large and small group discussions.

59. DiCesare, Anthony C. And Others. Non-Intellectual Correlates of Black Student Attrition: Differences in Black Student Perceptions of the Communication Structure in a Predominantly White University. College Park, Md., University of Maryland, Cultural Study Center, 1970. 35p. ED 047 323 (MF-$0.65; HC-$3.29).

The purpose of this study was to determine the degree to which black students at the University of Maryland perceived the student-university communication structure as being good or bad. Utilizing selected responses from the 1969 University Student Census, certain perceptions of 488 black undergraduates were obtained and evaluated. Results indicated that black freshmen perceived the communication structure more positively than seniors, and blacks with low grades felt more positively than blacks with high grades. No significant differences were found in the perceptions of black males and black females. Explanations for the results included the possibility that because of the nature of the white university structure there was little black participation in social events, advice seeking, and contact with those in authority. Consequently, this may have altered the perceptions of seniors compared to freshmen. The possibility was also raised that the university may be concentrating on the blacks who need academic help but ignoring the needs of its other black students. Other results were compared to previous research and it was suggested that a series of studies be conducted on black perceptions of communication structures so that specific changes could be recommended.

60. Discrimination and Professional Ethics. Today's Education, 60 (3): 34-35, March 1971.

Discriminatory Attitudes (Social), Teacher Attitudes, Ethics, Ethnic Relations.

61. Donnan, Hugh. And Others. Interpersonal Facilitative Communications Training with Team Teachers in Newly Integrated Schools. April 5, 1971. 9p. ED 050 218 (MF-$0.65; HC-$3.29).

This report describes the rationale and training procedure employed in two summer inservice workshops sponsored by Auburn University's Title IV Center, and conducted by staff in their Counselor Education Department. The general goals were: (1) improved skill in communication, and (2) ability to engender helpful interpersonal relations. The critical role of verbal and non-verbal communication was emphasized in relation to public school educational goals.

62. Douglas, Leonard. Negro Self-Concept: Myth or Reality? Integrated Education, 9 (6): 27-29, November-December 1971.

Self Esteem, Negro Students, Caucasian Students, Junior High School Students, Urban Youth; reports a study of 260 eighth and ninth grade junior high school students in a racially integrated school in Detroit. Attempts to determine the nature and distribution of self concept among Negroes and Caucasians.

63. Dreyer, Philip H. The Relation of Self Esteem to Personal-Social Adjustment Among American Indian Students: The Personal-Social Adjustment of American Indian Youth. National Study of American Indian Education. Final Report. Chicago, Ill., University of Chicago, September 1970. 27p. ED 045 276 (MF-$0.65; HC-$3.29).

The document is 1 in a series of papers for the National Study of American Indian Education. Data for the study were collected by means of 2 paper-and-pencil questionnaires administered to approximately 2,000 Indian elementary and high school students from the following groups: Plains Indians, Southwest Indians, Northwest Indians and Eskimos, Minnesota-Wisconsin Indians, North Carolina Indians, Oklahoma Indians, and urban Indians. Among the facters considered in this study were: (1) How did Indian students view their future when compared to their self-evaluation in the present? (2) How did Indian students rate Indian and White cultures, and did their self-esteem ratings correlate more with 1 culture than with the other? and, (3) How did Indian student self-esteem relate to school achievement as measured by rank in class? Among more specific conclusions, a positive quality of the Indian students seemed to emerge from this study. Included in the document are 8 tables of statistics showing the relation of self-esteem to social adjustment.

64. Driscoll, Andrea H. A Student View of Campus Disruption. Journal of the National Association of Women Deans and Counselors, 34 (2): 63-66, Winter 1971.

Activism, Student Alienation, Student Attitudes, Student College Relationship, Students; in this article the author discussed students' rejection of materialism and their role in a society that provides no function for the adolescent. Amidst campus disorder, the cooperation of administration, faculty, and students during recent strikes is seen as having a positive effect on future understanding and communication.

65. Duke, Ralph L. Institute for Administrators, Counselors, and Teachers on Selected Problems Occasioned by School Desegregation and Integration. Newark, Del., University of Delaware, School of Education, August 31, 1966. 30p. ED 056 105 (MF-$0.65; HC-$3.29).

This institute was comprised of three phases: planning, training, and follow-up from April, 1966 through October 1967. Administrators were trained in staff utilization, counselors dealt with typical interracial counseling problems, and teachers were involved in developing educational experiences for the newly desegregated classroom. Among the procedures were work groups, panels, tele-lectures, and sensitivity training.

66. Dunwell, Robert R. And Others. The Assessment of Informal Factors Affecting Teaching and Learning in a Ghetto High School; Denver, Colorado, Manual High School. February 24, 1971. 102p. ED 052 282 (MF-$0.65; HC-$6.58).

The problem undertaken by this study was the assessment of social, psychological, and philosophic factors present in the educational climate of an urban ghetto high school (Denver, Colorado Manual High School), as a preliminary step to the diagnosis and development of an enhanced educational program. Seventy-eight teachers and 798 students participated, giving written responses to a series of inventory instruments. Major conclusions drawn from the study included the following: (1) The purpose of ghetto schools has become the elimination of the child by encouraging him to commit psychological suicide; (2) it is possible to develop instruments competent to measure a broad range of attitudes and value systems; (3) the learners in this study were proud of school and intensely desired to succeed; and, (4) faculty were not capable of establishing constructive relationships without considerable alteration of their own self-concept.

67. Elkind, David. Teacher-Child Contracts. School Review, 79 (4): 579-589, August 1971.

Behavior Theories, Interpersonal Relationship, Teacher Attitudes, Student Teacher Relationship; the theory that classroom interaction between pupil and teacher is based on a contractual arrangement is presented.

68. Ellsworth, Frank L. and Burns, Martha A. Student Activism in American Higher Education. Washington, D.C., American College Personnel Association, 1970. 64p. ED 048 822 (Document available from American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009; $2.50).

Chapter 1 of this report discusses the role of student activism in the history of American higher education, including the origins of student activism at Harvard in 1638, the emergence of social awareness in the first part of the twentieth century, the emergence of black consciousness in the sixties, and the role of the SDS and the transition from commitment to confrontation. Chapter 2 deals with the causes of student dissidence, the characteristics of the student activists, and the issues involved. Chapter 3 discusses philosophical and administrative approaches to activism, including the freedoms and responsibilities students should enjoy, the role of activism in the educational process, and administrator responsibilities in dealing with the issues. An extensive bibliography concludes the report.

69. Feinberg, Renee. What Price Professionalism? School Library Journal, 23-26, February 15, 1971.

School Libraries, High School Students, Librarians, Activism, Social Responsibility; a young librarian encounters the public school bureaucracy in her involvements with the student and social crisis of 1969-1970.

70. Ferguson, Donald G. And Others. Student Development: Priorities for the 70's. Tampa, Fla., University of South Florida, November 20, 1970. 13p. ED 046 015 (MF-$0.65; HC-$3.29).

A new student climate is desperately needed in our schools. From impressions gained from nationwide interviews, the vast majority of students are anxious for solutions to the problems of student climate, and they represent a tremendous resource, to date largely untapped. The following suggestions are made on the recognition that students have a legitimate gripe, and that the situation is not hopeless. Some fundamental changes must take place, however, and there are resources to cope with what is going on. Firstly, there is a need for a student information system, with up to date, usable student information for making decisions. The school district organization should have a unit that has student development and student life as its primary concern. Secondly, there is a need for a student development focus to build better human relations. A student center, concerned with student life should be set up in each school. Teachers with good rapport should be able to interact with students, and provisions need to be made for this. The student body should be allowed to take more responsibility for supervision than is presently allowed.

71. **Fiddmont**, Norman S. Black Power Attitudes Among Students in a Black Senior High School. Kansas City, Mo., University of Missouri, Center for the Study of Metropolitan Problems in Education, September 1971. 19p. ED 057 128 (MF-$0.65; HC-$3.29).

The purpose of this study is to analyze data collected from a predominantly black senior high school in Kansas City, Missouri, on what the concept of Black Power means to black students. The difference of attitudes according to social class and peer groups is investigated. Results collected from a questionnaire show that students in this sample believed Black Power has something to do with pride, power to control one's life, and equal opportunities and rights. However, a very small percentage of students were able to define the concept in terms of achievable goals.

72. Fielder, Marie and Dyckman, Louise M. Leadership Training Institute in Problems of School Desegregation. Berkeley, Calif., University of California, December 31, 1967. 311p. ED 056 121 (MF-$0.65; HC-$13.16).

All participants were selected on the basis of their leadership qualities, responsible and identifiable concern with the process of school desegregation, and their activities specifically concentrated in the Richmond Unified School District. Of the sixty-nine adult participants, 37 were teachers and 11 were community persons representing both black and white groups. The students, also representative of various socio-economic backgrounds, were in the ninth, tenth, and eleventh grades. Objectives centered around techniques, skills, and understandings necessary to solve problems incident to desegregation. A leadership training model to highlight common factors was created. The Institute, which afforded the participants the opportunity for interpersonal relationships across race, class, and age lines, was held from June 23 to July 14, 1967.

73. Finney, Henry C. Political Libertarianism at Berkeley: An Application of Perspectives from the New Student Left. Journal of Social Issues, 27 (1): 35-61, Winter 1971.

Political Attitudes, Activism, College Students, Social Class, Political Socialization.

74. Fitzgerald, Thomas K. Education and Identity: A Reconsideration of Some Models of Acculturation and Identity. Washington, D.C., American Educational Research Association, 1970. 25p. ED 048 050 (MF-$0.65; HC-$3.29).

The paper is a report of research conducted on the question of acculturation and identity among Maori college graduates in New Zealand. Situational approach and role analysis were employed as the instruments with the sample of graduates from Maori University. The study concluded that the Maori is able to avoid assimilation into the dominant culture by adopting a behavior and identity best described as biculturalism. A caveat is given that the Maori situation cannot be equated with the Black or Indian in America.

75. Fleck, Stephen. "Interracial Riots" in School and Community Indifference. School Review, 79 (4): 614-623, August 1971.

Race Relations, Community Attitudes, Discriminatory Attitudes (Social), School Responsibility.

76. Frerichs, Allen H. Relationship of Self-Esteem of the Disadvantaged to School Success. Journal of Negro Education, 40 (2): 117-120, Spring 1971.

Academic Achievement, Success Factors, Self Esteem, Negro Students, Educational Disadvantagement.

77. Gaddy, Dale. The Scope of Organized Student Protest in Junior Colleges. Washington, D.C., American Association of Junior Colleges, 1970. 30p. ED 045 076 (MF-$0.65; HC-$3.29).

Junior colleges, compared with 4-year colleges and secondary schools, experience little student dissent. The extent of protest at junior colleges, however, is underestimated by junior college administrators, faculty, and the general public. In a survey of 841 junior college deans of students, 231 (37.7 per cent of the 613 who responded) reported 1,586 incidents of student protest during the 1968-69 academic year. The most frequent issues were: (1) student-administration affairs regarding institutional services, dress and living regulations, and grievance procedures; (2) off-campus interest in military service and civil rights; (3) instruction; (4) faculty; and, (5) freedom of expression. The greatest percentage of students, however, protested tuition charges, residence and student drinking regulations, and mandatory attendance at school functions. While geographic location is not related to student activism, the larger and urban junior colleges have more protest than smaller and rural or suburban colleges. To minimize the number and severity of protests, it is necessary to develop effective communications between students and college officials, to make necessary instructional and institutional reforms, and to give students and faculty more power in governing their affairs. The junior colleges must examine their philosophies and goals in an effort to be increasingly responsive to student and community needs.

78. Garner, H. T. and Wilbert, Wayne. A Report--the Northeast Louisiana Consortium on Desegregation Problems. Louisiana Schools, 48 (8): 13-18, April 1971.

School Integration, Integration Effects, Institutes (Training Programs), Inservice Programs, Louisiana; describes the program and some results of an institute for selected teachers and administrators from four area school systems, held during a six week period in the spring of 1970.

79. Geiger, Edwin L. and Epps, Edgar G. Effects of Social Class Integration of Preschool Negro Children on Test Performance and Self-Concept. Final Report. Tuskegee, Ala., Tuskegee Institute, June 1970. 18p. ED 050 831 (MF-$0.65; HC-$3.29).

This study, designed to assess the effects of social class integration, tested the following hypothesis: Preschool age black children from middle class socioeconomic (SES) backgrounds will not be adversely affected by attending a daily program with a smaller group of black peers from lower SES backgrounds. A pre- and posttest battery administered to all the subjects included the Stanford-Binet Intelligence Test, the Illinois Test of Psycholinguistic Abilities (ITPA), the Caldwell Preschool Inventory, and the Brown IDS Self-Concept Referents Test. The subjects were black children, 46- to 57-months old at the beginning of the study, divided into three classroom groups: an experimental group of 10 middle class and five lower class children, a middle class control group (N=15), and a lower class control group (N=15). Results for the Binet, ITPA, and Self-Concept Test support the hypothesis; results for the Caldwell Preschool Inventory do not. Because of the small size of the groups studied and the presence of confounding factors in the design, the results are viewed as tentative.

80. Gentry, Harold W. and Hall, Morrill M. Organizational Response to Student Militancy in the Secondary Schools. High School Journal, 54 (5): 297-311, February 1971.

Activism, Secondary School Students, Administrator Attitudes, Changing Attitudes.

81. Glick, Irvin David. Does Teacher's Skin Color Matter? Integrated Education, 9 (5): 26-30, September 1971.

Teacher Characteristics, High School Students, Inner City, Race, Student Motivation; reports a study of the impact of teacher race on the performance of inner city high school students on a listening comprehension test.

82. Goldman, Samuel, Ed. and Clark, Peter L., Ed. Integration and Separation in Education. Syracuse, New York, Syracuse University, School of Education, 1970. 86p. ED 048 649 (Document available from Syracuse University Press, Box 8, University Station, N.Y. 13210; $3.00).

This report consists of seven papers by experts on integration, segregation, and separatism in education. The articles, expressing divergent opinions, include four presentations on inner-city education, two papers on Black Studies at the college level, and one paper on the "new" urban university. Authors and titles of the presentations are: Paul Parks, "What Do Black People Want?"; Kenneth Clark, "The Dangerous Inefficiency of Racially Separated Schools"; Preston Wilcox,"Black Control: The Search for Humanism"; John Doar, "Needed: a New Majority"; Ronald Walters, "The Meaning of Black Studies"; Nathan Hare, "Separate Black Studies in Higher Education"; and William Birenbaum, "A New Urban University."

83. Golin, Sanford. Project Self-Esteem: Some Effects of an Elementary School Black Studies Program. September 1971. 10p. ED 056 149 (MF-$0.65; HC-$3.29).

The development of a negative self-concept has been viewed as beginning early in the life of the black child. This report presents results of a project whose goal it was to develop "black consciousness" in black elementary school children. Two hundred students participated in activities designed to develop racial awareness and pride through the fifth and sixth grades. A measure of emotional adjustment was given to these children and a comparable control group at the beginning and end of the project. The results indicated that the project had a significant positive effect on the mental health of male children.

84. Goodrich, Andrew L. The Now Faculty and the New Student. Junior College Journal, 41 (8): 26-29, May 1971.

Junior Colleges, Student Teacher Relationship, Cultural Differences, Minority Groups, Teacher Workshops.

85. Grady, Mary L. An Assessment of Teachers' Attitudes Toward Disadvantaged Children. Journal of Negro Education, 40 (2): 146-152, Spring 1971.

Teacher Evaluation, Teacher Attitudes, Racial Attitudes, Political Attitudes, Cultural Factors.

86. Guerra, Manuel H. The Mexican-American Child: Problems or Talents? November 20, 1965. 21p. ED 045 243 (MF-$0.65; HC-$3.29).

In this paper, presented at the 1965 Annual Conference on the Education of Spanish-Speaking Children and Youth, the author discussed the moral issue of social and economic injustice as related to Mexican Americans. He pointed out the inequities of unemployment, poverty, and education which are part of the background of the problems facing the Mexican American Child. Participants in the conference were reminded of the fact that other conferences on Mexican Americans had failed because discussions of problems fell on deaf ears or because of failure to initiate or implement the recommendations which were made. In summarizing, the author cited the need for:(1) sincere efforts to understand the culturally different child, (2) recognition of his talents and problems, (3) reinforcement of his self-confidence, (4) appropriate educational and guidance programs, (5) appropriate teacher preparatory schools and in-service workshops, (6) equal social and economic opportunities, and (7) cooperation of all segments of society.

87. Gustafson, Richard A. and Owens, Thomas. Children's Perceptions of Themselves and Their Teacher's Feelings Toward Them Related to Actual Teacher Perceptions and School Achievement. April 22, 1971. 16p. ED 053 848 (MF-$0.65; HC-$3.29).

Children's perceptions of themselves and of their teachers' feelings toward them were correlated in this study with teacher perceptions of the children's self-concepts and with school achievement in an effort to document the relationships among these factors in terms of ethnic group membership (Mexican American and non-Mexican American). Instruments measuring self-concept, cognitive ability, and achievement were administered to 552 students in grades 3 and 6 in 5 urban California schools having more than 50% concentrations of Mexican American students; additionally, these children were assessed by their teachers in the area of self-esteem. Using 3 statistical methods on data obtained, it was determined, for example, that (1) differences between the ethnic categories in self-esteem and academic performance, inconsistent at grade 3, favored the non-Mexican Americans at grade 6 and (2) a consistently lower correlation was found for Mexican Americans at both grades between "How I See Myself" and "How My Teacher Sees Me" than was found for non-Mexican Americans. Ten tables (containing means, standard deviations, intercorrelations, and inter-rater reliabilities),16 references, and the test instrument "How I See Myself" are appended.

88. Hamilton, Charles. Black Culture and White Education. University Review, 3 (2): 28-32, Summer 1970.

Higher Education, African American Studies, Admission Criteria, Faculty Recruitment, Educational Philosophy; outlines the need for society to develop the will to make relevant educational changes. Offers four major areas for change at university level: (1) changes at universities where no sizeable black community exists; (2) qualifications and selection of black faculty; (3) Black Studies programs; and, (4) the admission of black students.

89. Hanke, John. Student Values, Attitudes, and Perceptions. Colorado Journal of Educational Research, 10 (2): 23-26, Winter 1971.

Values, Student Teacher Relationship, Effective Teaching, Student Attitudes, Educational Research.

90. Harding, Vincent. Black Students and the Impossible Revolution. Journal of Black Studies, 1 (1): 75-100, September 1970.

Educational Change, Negro Attitudes, College Integration, Negro Role, Relevance (Education); reviews the problems and progress of black students attempting educational change at the university level.

91. Harper, Frederick D. Media for Change: Black Students in the White University. Journal of Negro Education, 40 (3): 255-265, Summer 1971.

Negro Students, College Students, Activism, Educational Change, Negro Role; it has been the burden of the newest student group in previously all-white universities to force changes in the often entrenched and remote university bureaucracy and in the stagnant and ethnocentric curriculum.

92. Hartnett, Rodney T. Differences in Selected Attitudes and College Orientations Between Black Students Attending Traditionally Negro and Traditionally White Institutions. Sociology of Education, 43 (4): 419-436, Fall 1970.

Integration Effects, Admission Criteria, College Integration, Negro Attitudes, Negro Colleges; the focus of integrated colleges on black students with higher SAT scores is effecting a redistribution of behavior styles and personality characteristics that contributes critically to campus environments, and deprives Negro colleges of those students who could make a very positive contribution.

93. Hay, Wayne K. An Investigation of the Relationships Between Characteristics of Secondary Schools and Student Alienation. Final Report. New Brunswick, N.J., Rutgers, The State University, January 1971. 169p. ED 046 060 (MF-$0.65; HC-$6.58).

Three sets of hypotheses served to delineate the focus of this study: (1) the more open the organization climate of the high school, the less custodial the pupil control orientation of the school, (2) the more custodial the pupil control orientation of the school, the greater the total alienation of the students, and (3) the more open the organizational climate, the less the total alienation of the students. Data were collected from students, faculty, and administrators in 45 high schools in New Jersey. Instruments were the Organizational Climate Description Questionnaire, a Pupil Attitude Questionnaire, and demographic student and school data. From study results, a prototypic high school with a high degree of alienation might be sketched as a school characterized by the following: a more custodial pupil control orientation, a more "closed" organizational climate, a lower percentage of minority students, higher equalized valuation per students, larger and non-urban. More research is necessary to explore the relationship between student alienation and more organizational variables.

94. Haynes, Carrie A. A Happening in a Ghetto School. California Journal for Instructional Improvement, 14 (2): 79-85, May 1971.

Educational Problems, Educational Improvement, Teacher Attitudes, Teacher Improvement, Classroom Environment; author relates experiences as a new black principal, facing at first a hostile group of non-productive teachers in a school with many problems. Chronologically presents the changes the school underwent to become one with greatly improved teaching and one in which the students disliked to be absent.

95. Heath, Robert W. The Ability of White Teachers to Relate to Black Students and to White Students. American Educational Research Journal, 8 (1): 1-10, January 1971; Classroom Interaction Newsletter, 6 (2): 59-69, May 1971.

Race Relations, Student Attitudes, Teacher Characteristics, Teacher Student Relationship, Teaching Styles; investigates role of teaching style and student ethnic background in determining teacher's ability to relate to students.

96. Heath, Robert W. And Others. Evaluation of an E. P. D. A. Institute "Teachers for Multicultural Education." Stanford, Calif., Stanford University, Center for Research and Development in Teaching, July 1970. 61p. ED 046 884 (MF-$0.65; HC-$3.29).

An institute to retrain teachers (K-8) for multicultural education was evaluated to determine 1) types of knowledge relevant to teaching in a minority community that can successfully be taught in an 8-week summer institute and 2) changes in attitude and conceptual structure associated with the institute. The program included sensitivity training sessions, role playing activities, and educational seminars. Participants were certified teachers with at least one year of experience in the district (Ravenswood, California); they were employed for the succeeding year to complete the inservice curriculum-development part of the project. Instruments developed for use in evaluation were a 28-item attitude inventory to measure attitude toward racial and ethnic groups; two 20-item word association scales to assess attitudes toward concepts given emphasis in the training; and a 150-item final examination covering the six instructional units: Black Experience in Literature, Racism and Prejudice, History of the Civil Rights Movement, History of Tropical Africa in the 19th Century, Afro-American History, and Contemporary Education of Afro-Americans. Instruments were administered as pre- and posttests to participants (N=25) and as posttests to a control group (N=20). Although findings indicated more success in correcting misinformation and imparting new knowledge than in changing attitudes, the institute was considered successful.

97. Heathman, James E. Student Activism: An Overview. University Park, N.M., ERIC Clearinghouse on Rural Education and Small Schools, December 1970. 11p. ED 045 250 (MF-$0.65; HC-$3.29).

In a 1969 survey, it was noted that 3 out of 5 principals reported some form of active protest in their junior and senior high schools. Although rural schools were less likely to encounter student protest than were urban or suburban schools, 53% of all rural schools reported some kind of activism or protest. Causes for protest ranged from school rules to current political issues. Constructive student involvement in school and community affairs was the most frequently proposed solution. Suggestions for ways to involve students and suggestions for administrative handling of different forms of student protest are offered.

98. Henderson, Edmund H. and Long, Barbara H. Personal-Social Correlates of Academic Success Among Disadvantaged School Beginners. Journal of School Psychology, 9 (2): 101-113, 1971.

Disadvantaged Youth, Negro Students, Academic Achievement, Identification (Psychological), Social Development; the findings imply that as a result of their early experience in a particular social setting, children enter school with differentiated concepts of self and others. Thus, for both achieving and non-achieving rural Southern Negro pupils, materials and approaches designed for typical white, middle class children will require sensitive interpretation.

99. Hendricks, Herbert W. The Mexican-American Student and Emigrated Values. College Student Journal, 5 (2): 52-54, September-October 1971.

Values, Mexican Americans, Minority Groups, Student Attitudes; the author believes that the teacher should serve as a model of conduct for his students in the eyes of Mexican students. With a solid foundation of tradition brought into the schools by these children, teachers would receive the kind of support needed to conduct a program adaptable to their needs.

100. Heussenstamm, F.K. and Hoepfner, Ralph. Black, White, and Brown Alienation. February 1971. 9p. ED 051 301 (MF-$0.65; HC-$3.29).

This study, based on cultural stereotypes, seeks to determine the demographic characteristics which differentiate among young people and correlate with their levels of alienation. A preliminary version of an experimental scale, designed to determine the existence and extent of alienation manifested by in-school adolescents, was developed in a pilot study. The experimental instrument consisted of forty-seven forced-choice items written to reflect Seeman's five dimensions of alienation: normlessness, meaninglessness, powerlessness, self-estrangement, and social isolation. Seventy-five lower division college students completed the pilot version, and for validity and reliability purposes, also completed the Rotter I-E Scale. Then, adolescent groups from five ethnic backgrounds were studied by means of their responses to a demographic questionnaire and the revised experimental instrument. Variables suggested by the literature as relevant were sex, age, number of hours of weekly employment, grade-point-average, socioeconomic status, transiency and stability of family, parental approval of friends, solidarity with peers, and marital status of parents. Hypotheses involved relationships between these demographic variables and scores on the measure. Eleven hypotheses, related to the variables, findings relevant to them, and supporting statistical data are given. Mixed findings indicate the need for further exploration of the differences between groups with regard to such items as: number of hours of work outside of school, socio-economic status, and family stability.

101. Hoetker, James and Siegel, Gary. Three Studies of the Preferences of Students of Different Races for Actors in Interracial Theater Productions. *Journal of Social Issues*, 26 (4): 87-103, Fall 1970.

Racial Factors, Self Concept, Theater Arts, Racial Recognition, Behavioral Science Research; summarizes a three-part study which investigates the responses of high school students to an experiment in interracial theater. Racial considerations were found more important for black students than for white students.

102. Hogan, Ermon O. and Green, Robert L. Can Teachers Modify Children's Self-Concept? *Record*, 72 (3): 423-426, February 1971.

Self Concept, Elementary School Students, Disadvantaged Youth, Teacher Education.

103. Institute for Development of Educational Activities, Dayton, Ohio. *Dissent and Disruption in the Schools: A Handbook for School Administrators*. 1969. 50p. ED 047 357 (Document available from IDEA, Information and Services Division, P.O. Box 446, Melbourne, Fla. 32901; $1.00).

This report contains proposals by educators for dealing with student dissension and includes accounts of actual disruptions that were satisfactorily resolved. The far-reaching social implications of some of the problems involved necessitated that this handbook incorporate practical recommendations and avoid the philosophical aspects of a larger social problem. The report discusses (1) indicators of potential student unrest; (2) emergency procedures for coping with disturbances, disorders, or demonstrations; (3) administrative procedure statements for dealing with student demonstrators; and, (4) emergency school board measures. A brief bibliography is included.

104. Institute for Educational Development, New York, N.Y. An Evaluation of the Program "Supportive Training for Inexperienced and New Teachers" (STINT) in New York City Schools. 1970. 93p. ED 051 087 (MF-$0.65; HC-$3.29).

The STINT Teacher Training Program is designed to provide crucial support for new and inexperienced teachers in urban schools using skilled and experienced teachers who are given 100 percent released time to work with the participants on a ratio of approximately one to nine. The program is concentrated in the ghetto areas of Manhattan, Brooklyn, and the Bronx. There are six major goals: 1) to provide a variety of supportive services; 2) to develop greater teacher competence; 3) to decrease staff turnover; 4) to help teachers develop a more effective methodology; 5) to provide an improved learning situation; and 6) to develop a more sensitive and high-developed response to urban ghetto classroom situations. Data collected from teachers in the program were compared with data from non-participants in similar situations. The results showed that on measures reflecting job satisfaction STINT teachers were clearly superior to their non-STINT counterparts. However, this superiority was not found on measures reflecting skill development. It was felt that one year did not give sufficient time to achieve both goals, and consequently further studies of both groups were recommended. The unpublished instruments used in the evaluation are included in the document.

105. Ivey, Allen E. And Others. Human Interaction: A Behavioral Objectives Curriculum in Human Relations. Amherst, Mass., Amherst University, School of Education, 1970. 76p. ED 051 113 (MF-$0.65; HC-$3.29).

The University of Massachusetts School of Education has developed a curriculum in human relations--Human Interaction--written from a behavioral frame of reference, whose primary objective is the development of teachers who can act freely and spontaneously with intentionality.

Building from materials in sensitivity training, traditional human relations programs, and behavioral psychology, the program provides a systematic, graduated set of human relations exercises which facilitate personal growth while avoiding invasion of personal privacy. Behavioral objectives have been established and tested in five hierarchical modules. Trainees first demonstrate their ability to engage in the specific behavior, then practice it or use it in their daily life, and finally teach some aspect of the module they have just learned in the university laboratory school. The model provides teachers with an important bridge between personal experience and public practice. A variety of programed texts, audiotape and videotape instructional programs, and individual and group procedures are utilized to impart the concepts of this program. Teachers who have achieved all the behavioral objectives of the program are ready to serve as peer teachers and work as course assistants during ensuing terms. Evaluation of the program in workshops presented in other parts of the country suggests the feasibility of such a program in teacher education.

106. Jackson, Jonathan and Kirtpatrick, David. Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 12-July 14, 1967. A Report. Atlanta, Ga., Clark College, November 1967. 83p. ED 056 117 (MF-$0.65; HC-$3.29).

Forty guidance counselors and teacher-counselors, who were interested in improving their skill and competence in dealing with desegregation problems, met for a period of five weeks from June 12 to July 14, 1967. The main content of the Institute program consisted of classroom and practice experiences: (a) the classroom courses were concerned with the psychology and sociology of school desegregation, and the dynamics of race relations; (b) the practice experience centered on a human relations practicum, "T" groups, and the use of audio-visual materials.

107. Jackson, Maurice. Toward a Sociology of Black Studies. Journal of Black Studies, 1 (2): 131-140, December 1970.

African American Studies, Negro Attitudes, Educational Objectives, Relevance (Education), Educational Change .

108. James Sprunt Institute, Kenansville, N.C., Duplin County Board of Education, Kenansville, N.C. Leadership Development and Human Relations Seminar, 1969: Second Annual Teacher Desegregation Institute. June 1969. 141p. ED 056 128 (MF-$0.65; HC-$6.58).

The objectives of this institute were to provide: a community forum; an unhurried setting; a team approach for experienced teachers to share knowledge; community analysis; and, service for more teachers from a larger geographic area in their pursuit of good human relations between black and white school personnel. Large group demonstrations were accomplished through the use of visual and audio media; small groups met during which teachers and administrators applied techniques of analysis to specific localities served by them. The summer workshop took place during 1969.

109. Jayatilleke, Raja. Human Relations in the Classroom: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 22. New York, N.Y., Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, June 1971. 65p. ED 051 315 (MF-$0.65; HC-$3.29).

This bibliography on human relations in the classroom contains references to published books, documents, journal articles, and unpublished documents which are in the ERIC system, or are in process. The books, documents, and journal articles cited deal with such issues as: race relations, racial attitudes, racial recognition, self-concept, psychological identification, social influences, cultural differences, cross cultural training, ethnic studies, Afro-American studies, curriculum development, classroom environment, human relations, intergroup relations, interpersonal relationships, student-teacher relationships, changing attitudes, teacher behavior, teacher attitudes, student attitudes, Negro attitudes, teacher education, teacher training institutes, activism, and violence. Citations for documents are followed by an abstract edited to suit the purposes of the bibliography; journal article citations are accompanied by subject headings which help clarify the titles and contents of the articles, and in many instances by brief annotations. Document citations cover the period November 1966 through March 1971; journal articles, January 1969 through April 1971.

110. Johnson, David W. Students Against the School Establishment: Crisis Intervention in School Conflicts and Organizational Change. Journal of School Psychology, 9 (1): 84-92, 1971.

Conflict, Conflict Resolution, Student School Relationship, Activism, Organizational Change; this article discusses the nature of conflict and conflict resolution within educational organizations, focuses specifically upon the causes of conflict between students and school personnel and outlines several factors relevant to increasing the probability that such conflicts will be managed constructively.

111. Johnson, Kenneth R. Teacher's Attitudes Toward the Non-Standard Negro Dialect--Let's Change It. Elementary English, 48 (2): 176-184, February 1971.

Teacher Attitudes, Nonstandard Dialects, Negro Dialects, Changing Attitudes, Cultural Differences.

112. Johnson, Nathan E. and Bash, James H. A Human Relations Model for a Desegregated Group. Occasional Paper 4. Charlottesville, Va., University of Virginia, School of Education, April 1971. 11p. ED 051 319 (MF-$0.65; HC-$3.29).

The human relations model discussed in this booklet serves the dual purpose of facilitating the development of equal human relations and the myriad aspects associated with desegregation. This is not considered a scientific report, but a guide to group discussion. Although the model presented is based on the most advanced findings from interaction in teaching and the systems approach in communication, there is not an attempt here to declare it as the final answer to problems in this area. The human relations model is presented as a flow-chart which indicates the phases through which a bi-racial group passes to reach a tensionless condition conducive to a consideration of delicate race problems. A face-to-face commitment of a few people to work together is a first essential. The acknowledgement of equal human status and a concession by each component that it is unaware of concepts held by the other are the next two stages. Then, a consideration of displeasing words, an exposure of some beliefs, and a recognition that reception and direction must cross racial lines will complete the approach to a condition of psychological neutrality in which there would be little potential difference between ethnic components of the group. The atmosphere thus generated will permit in-depth consideration of all desegregation problems.

113. Jordan, Lucille G. and Armster, Mae E. Educating Early Childhood Teachers for the Inner City. Journal of Research and Development in Education, 4 (4): 11-20, Summer 1971.

Early Childhood, Teacher Education, Urban Schools.

114. Just, Glen Arthur. American Indian Attitudes Toward Education in Select Areas in South Dakota. 1970. 129p. ED 046 577 (Document available through interlibrary loan from the Library, South Dakota State University, Vermillion, S. D.)

Two self-defeating assumptions represent recurrent themes in the literature of American Indian education. One assumption explains Indian educational underachievement as stemming from value conflicts with the dominant culture; the second explains underachievement on the basis of poverty and isolation. The two assumptions imply that the Indian lacks motivation, that his cultural orientation prevents him from achieving educationally and/or that widespread poverty--with its resultant social and physical isolation--intensifies the first two conditions. The present study found an inverse relationship between favorable attitudes toward education and Indian cultural identification. A large majority of the 46 Indians who were given the study questionnaire were positively predisposed to continue their education at the college level. The sample was composed of 16 full-time college students, 13 part-time college students, and 17 college-eligible high school graduates who had never enrolled in college. The study found that conditions of limited income did affect educational advancement. Lack of motivation to pursue college programs was not found. Increased education was found to be positively associated with increased identification and/or acceptance of the white culture.

115. Kenniston, Kenneth. The Agony of the Counterculture. Educational Record, 52 (3): 205-211, Summer 1971.

Higher Education, Student Alienation, Government Role, Violence, Social Action; author probes the reasons behind the recent outward tranquility on campuses and speculates on future of the new youth culture.

116. Kapel, David E. and Wexler, Norman. An Investigation of Selected Factors in the Affective Domain of High Risk Black and Regular College Freshmen. Washington, D.C., American Educational Research Association, March 6, 1970. 16p. ED 045 017 (MF-$0.65; HC-$3.29).

A semantic differential based on three factors: evaluation, potency, and activity was administered to 278 freshmen in 11 communications sections at a state college to study attitudes toward selected college related stimuli (black students, professors, Glassboro State College, Afro-American courses, white students, me-myself). Students were classified by sex and whether they are regular students or high-risk students. Conceptual differences were found between high-risk and regular students. The rebirth of pride in being black was reflected by the high-risk students on all factors. White males tended to be more negative in their feelings toward blacks than white females as far as evaluation was concerned. Blacks had significantly lower acceptance of whites than did whites of blacks on evaluation. Blacks tended to be more racially sensitive than whites. The evaluation factor was more sensitive to racial identification than were the two other factors.

117. Katz, Irwin, And Others. Factors Affecting Response to White Intellectual Standards at Two Negro Colleges. Psychological Reports, 27 (3): 995-1003, December 1970.

Experiments, Performance Factors, Response Modes, Negro Attitudes, College Students.

118. Keutzer, Carolin And Others. Laboratory Training in a New Social System: Evaluation of a Two-Week Program for High School Personnel. June 18, 1969. 52p. ED 046 124 (MF-$0.65; HC-$3.29).

A 2-week laboratory learning experience was held for a group of 35 strangers who were to comprise the entire staff of a new high school. The general objective was to promote an effective social system characterized by:(1) a high degree of proficiency in communication, decisionmaking, problem-solving, and conflict management; and (2) an atmosphere of interpersonal trust and freedom for innovation and experimentation. The effectiveness of the laboratory experience was assessed by (1) a staff questionnaire that measured change in anticipated behavior on several dimensions, (2) a student questionnaire that assessed changes in the students' perception of school norms, and (3) various other outcome criteria such as observations from regular consultation visits to the new school and the turnover rate in staff after the first year. These measures indicate that there were significant and desirable changes, both over time and in comparison to similar measures obtained from a control school, and that the changes could be attributed in part to the training interventions.

119. King, George D. A Special In-Service Training Institute for the Preparation of Teachers for Effective Service and Leadership in Desegregated Schools. Final Technical Report. Augusta, Ga., Paine College, May 20, 1967. 15p. ED 056 116 (MF-$0.65; HC-$3.29).

The participants for the Institute consisted of well-experienced classroom teachers from representative secondary schools in Georgia and South Carolina. There were a total of 40 teachers and counselors. It was felt that these teachers would experience, for the first time, the need to concern themselves with the socio-cultural backgrounds of diverse pupils. Moreover, these teachers lacked the necessary preparation for guiding pupils toward an understanding of the eclectic characteristics of a society because of a lack of experience in intergroup relations. This training program was designed in order to remedy these gaps in teacher preparation. The Institute was held on Saturdays between January 4, and March 17, 1967.

120. Kleg, Milton. Attitudinal Change in White Students After Instruction in an Ethnic Relations Unit. February 6, 1971. 8p. ED 049 338 (MF-$0.65; HC-$3.29).

The study sought to determine the effect of cognitive knowledge on ethnic attitudes among inner city white high school students. One experimental and one control group, each comprising approximately 36 students, were designated for the study. Subjects were pretested, posttested, and delayed posttested one month after posttesting using both cognitive and attitudinal measures. Analysis of covariance and correlation were used to determine the effect of treatment between groups and the relationship between cognitive achievement and retention to attitude change. The findings indicate statistically significant cognitive-affective attitudinal change immediately after treatment but delayed posttesting indicated no change. The correlation between attitude change and cognitive achievement were generally significant at .05. The findings suggest that knowledge and attitudes are in constant interaction and that delayed posttesting should be seriously considered in future research. Finally, it is suggested that the component parts of an attitude should be considered in future research of this kind.

121. Klein, Susan S. Student Influence on Teacher Behavior. American Educational Research Journal, 8(3): 403-421, May 1971.

Colleges, Interaction Process Analysis, Student Behavior, Student Teacher Relationship, Teacher Behavior.

122. Knowles, Asa C. A President's View of Campus Unrest. School and Society, 99 (2331): 81-84, February 1971.

Activism, Higher Education, College Students, Student Attitudes.

123. Koile, Earl A. and Gallesich, June. A New Edge on Education: The Dallas Human Relations Labs. Junior College Journal, 41 (6): 31-37, March 1971.

Junior Colleges, Sensitivity Training, Intergroup Relations, Texas; a series of human relations laboratories was held for the administrators, faculty, and staff of the Dallas County Junior College District (Texas). Formed into T groups, the participants concentrated on developing relationships with people in authority and with those regarded as "different."

124. Kornberg, Alan and Brehm, Maty L. Ideology, Institutional Identification, and Campus Activism. Social Forces, 49 (3): 445-459, March 1971.

Political Attitudes, College Faculty, College Students, Activism, Political Socialization; analysis determined which individual variable employed contributed maximally to the differences between two polar groups of undergraduates and faculty within Duke University--those with sympathetic or those with unsympathetic attitudes toward a protest incident and its handling.

125. Krause, George W. And Others. Teachers of American Indian Youth. National Study of American Indian Education. Final Report. Chicago, Ill., University of Chicago, December 1970. 24p. ED 045 274 (MF-$0.65; HC-$3.29).

Characteristics and attitudes "of a substantial sample of teachers who teach Indian students in various kinds of schools" were studied by means of interviews, observation, and questionnaires. There were 634 teachers who filled out questionnaires, and 345 of them were interviewed. The following kinds of information about this sample of teachers was obtained: age, sex, grades which they taught, and types of schools. The study also revealed their attitudes and knowledge which might have a bearing on their effectiveness as teachers. Reliability was tested for 2 groups of attitude statements: those pertaining to authoritarian versus permissive attitudes about teaching and those pertaining to working with Indian children and their families. The statements making up these 2 complexes were ordered into 2 equal subgroups, each of which was subjected to a split-half reliability test which yielded reliability coefficients of .64 for each complex. Appendix I contains schools studied and teachers contacted; Appendix II contains average scores on questionnaires and interviews for all teachers responding.

126. Langeveld, Martinus J. and Bolleman, G. Some Aspects of the Role and Attitude of the Teacher in Relation to the Socially Disadvantaged Child. Paedogogica Europaea, 5: 146-151, 1969.

Disadvantaged Youth, Social Disadvantagement, Teacher Attitudes, Teacher Role, Student Teacher Relationship.

127. Lawson, Dene R. Indicators of Teacher Ability to Relate to Students. 1971. 26p. ED 050 008 (MF-$0.65; HC-$3.29).

The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. Videotapes of 50 teacher interns were shown to 100 high school students of three different ethnic backgrounds--white, black, and oriental. Teachers were rated on ability to relate to students. Subsequent interaction analysis of the videotapes identified 51 potential teacher behavior correlates, 15 of which were found to correlate significantly with teacher ability to relate to students. In general students tended to rate higher those teachers who: 1) lecture in response to student talk, 2) allow students freedom to initiate discussion, and 3) use praise extensively in rewarding students. Students tended to rate less favorably those teachers who 1) permit silence in the classroom to continue for prolonged periods of time, 2) give directions for extended periods of time, 3) prolong an activity, and 4) ask questions for prolonged periods of time. No significant differences were found among mean teacher relatability scores by main effects of race and sex of student raters.

128. Lawson, James R. Student Participation in Educational Change. Journal of Negro Education, 40(3): 282-289, Summer 1971.

Negro Colleges, Negro Students, Activism, Student Participation, Student College Relationship; distinguishes between disruption and activism, and sees the latter as a vital part of higher education, particularly in the case of black universities.

129. Leibson, Edward, Problems Incident to De Facto School Segregation: An Action Approach. Final Report of Institute Training Program. Detroit, Mich., Wayne State University, College of Education, September 1967. 126p. ED 056 112 (MF-$0.65; HC-$6.58)

A total of 99 participants were involved in the training phase of this Institute during August, 1966 and the follow-up phase from August, 1966 through July, 1967. They represented a small number of school connected lay committees, school board members, administrators, and a larger number of teachers in seven Michigan school systems. The planned program was broadly comprehensive in scope; teacher and lay participants were action oriented. The objectives of the Institute were to develop an understanding of educational problems incident to de facto segregation, to develop teams at two levels of authority as disseminators of goals and content of the Institute, to present a variety of approaches of social change in the school organization, and to help participants to conduct seminars and services implementing the Institute's goals.

130. Levine, Daniel U. Final Report of the Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity, August 2-13, 1965. Kansas City, Mo., University of Missouri, Center for the Study of Metropolitan Problems in Education, January 1966. 39p. ED 056 118 (MF-$0.65; HC-$3.29).

Of the eighty-two participants who attended the institute from August 2 to August 13, 1965, fifty-three were classroom teachers from the elementary and secondary levels.. Administrators and other school personnel made up the remainder of those enrolled. The primary objectives of the Institute were as follows: (1) understand the historical background and the social-psychological context of conditions resulting in educational disadvantage; (2) consider special approaches to meet the education needs of minority-group youngsters; and, (3) discover ways to improve human relationships in desegregated classrooms.

131. Levine, Daniel U. Report of the Special Institute on School Desegregation: An Institute to Help Educators Maximize Educational Opportunity, August 2-13, 1965. Kansas City, Mo., University of Missouri, Center for the Study of Metropolitan Problems in Education, September 15, 1965. 43p. ED 056 125 (MF-$0.65; HC-$3.29).

The primary objectives of the Institute were defined as: (1) helping school officials understand the historical background and the social-psychological context of conditions resulting in educational disadvantage and the relation between these forces and desegregation problems in the schools, (2) helping individuals responsible for the content of instruction in the classroom study and consider special approaches to meet the education needs of minority-group youngsters, and (3) helping educators find ways of working with students in desegregated classrooms so as to improve the human relationships in such classrooms. The eighty-two participants, fifty-three of whom were classroom teachers, were encouraged, through background questionnaires and consultations with the Institute staff, to identify specific objectives unique to their particular situations. The training phase took place from August 2, 1965 to August 13, 1965, consisting of a daily lecture and question period along with study groups. The follow-up phase began immediately after the training, and ended January 31, 1966.

132. Levine, Daniel U. And Others. The Attitudes of Students at Black High Schools in Five Cities, Spring 1970. Kansas City, Mo., Greater Kansas City Mental Health Foundation; and University of Missouri, Center for the Study of Metropolitan Problems in Education, April 1971. 103p. ED 051 348 (MF-$0.65; HC-$6.58).

This is the report of a 1970 followup (to a similar one conducted in 1968) study, the purposes of which were to: (1) determine whether or how the attitudes of Kansas City respondents resembled or differed from attitudes of black youth in other parts of the United States, and (2) determine whether or how much change had occurred in the attitudes of Kansas City youth in a two-year period. Despite problems, data were collected in five cities in various parts of the United States. Major generalizations of the study included the following: (1) attitudes of black youth were relatively uniform from city to city; (2) respondents tended to have little contact with whites but tended to reject separatism & violence; (3) youth in larger cities with larger ghettoes tended to be more fatalistic and alienated; and, (4) widespread support exists for the NAACP, the Black Panthers, and active local organizations.

133. Levine, Daniel U. And Others. Interracial Attitudes and Contacts Among Black and White Students in a Metropolitan Area. 1969. 22p. ED 057 134 (MF-$0.65; HC-$3.29).

In this study on interracial contact and attitudes of black and white students, questionnaires were administered to students, predominantly black, in predominantly white high schools in Kansas City, Missouri, and surrounding areas. The responses of the 529 black students indicated that contact with whites and liking for whites are positively related and that these variables influence attitudes on matters involving civil rights. The responses of the 599 white students indicated that contact with blacks and liking for blacks are positively related, and that attitude toward blacks is an intervening variable between negative stereotyping of blacks and contact with blacks. For both groups of students, a circular process appears to be at work wherein contact leads to increased acceptance and increased acceptance generates receptivity for additional contact. Mediated by variables involving interracial trust and stereotyping, this process appears to have had a measurable impact on the attitudes of students in the sample even though they have relatively little contact with and a high level of distrust for persons of the other race.

134. Levine, Daniel U. And Others. Interracial Attitudes and Contacts: A Sample of White Students in Suburban Secondary Schools. Urban Education, 5(4): 309-327, January 1971.

High School Students, Caucasian Students, Racial Attitudes, School Segregation, Missouri; a short seven-item questionnaire on interracial attitudes was administered to students attending six predominantly white high schools in suburban and suburban-type school districts in Jackson County, Missouri. The sample included 599 students. Respondents were guaranteed total anonymity.

135. Levine, Daniel U. And Others. Interracial Attitudes and Contacts Among a Sample of White Students in Suburban Secondary Schools. Kansas City, Mo., University of Missouri, Center for the Study of Metropolitan Problems in Education, May 1970. 22p. ED 057 129 (MF-$0.65; HC-$3.29).

This study collected data on the attitudes that white students have toward blacks and the relation between interracial contact and racial attitudes. A questionnaire was administered to students attending six predominantly white high schools in suburban and suburban-type school districts in Jackson County, Missouri. One hundred questionnaires were drawn at random from each high school. Honesty in response from the students was encouraged by guaranteeing the anonymity of the schools and students involved. From the results, it was shown that the white students sampled from segregated suburban high schools tend to report having generally favorable attitudes toward, but little contact with black Americans. This is in line with long-term trends which have made it socially unacceptable to express openly negative attitudes towards blacks. However, it was also found that a substantial minority of students expressed hostility and prejudice towards blacks (stereotypes); these students offered simplistic or negative proposals for solving problems or race relations.

136. Levy, Gerald E. Ghetto School: Class Warfare in an Elementary School. 1970. 174p. ED 050 199 (Document available from Pegasus, Western Publishing Co., Inc., New York, N.Y.; $2.25).

This is a participant-observer's description and analysis of an American ghetto school, Midway School. The viewpoint that distinguishes this study is the positioning of observations in the context of the political and social reality that creates ghetto schools. Relations between children, teachers, parents, and administrators have a much broader social implication than the immediacy of the educational situation that brings them together. Because of the amount of time a child is involved in the education process, the ghetto school becomes the most significant platform of direct and personal communication between the middle class and the lower class. The book also includes discussions of the racial dimension of teaching, and the role of administrators and guidance personnel.

137. Lewis, Louisa. Culture and Social Interaction in the Classroom: An Ethnographic Report. Berkeley, California, University of California, Language and Research Laboratory, November 1970. 39p. ED 044 862 (MF-$0.65; HC-$3.29).

The basic question underlying the research reported in this paper is: To what extent does a difference between a child's cultural background and that of his teacher and his scholastic milieu affect his classroom attitude and performance? Questions arising from this basic one are: (1) What features of a child's cultural background directly or indirectly affect his behavior in the classroom? (2) What is the effect of cultural differences (a) between the teacher and the child? (b) on the teacher's perception of the child? (c) on the child's perception of the teacher and of the learning process and himself? (3) How effective are the usual techniques of evaluation used by teachers in measuring learning capacity and skill, cross culturally? The report focuses on the education of Afro-American children in the Berkeley (California) Public Schools, but the author hopes that the study will be useful in isolating some of the "universals" of cultural contact in the classroom. Individual sections: (1) present an historical outline of black culture and education in the public schools; (2) discuss black culture and social interaction in the classroom; (3) discuss the performances of teachers whose classrooms were visited; and, (4) present transcriptions of taped instances of actual teacher-pupil interaction. The author stresses the preliminary nature of this work.

138. Liebman, Arthur. The Student Left in Puerto Rico. Journal of Social Issues, 27 (1): 167-181, Winter 1971.

Political Attitudes, Activism, Puerto Rican Culture, Social Characteristics, Student Organizations; leftist students at the University of Puerto Rico are similar to New Left American students in father's political attitudes, religious attitudes, school enrollment, and intelligence. There exists an active leftist student organization which has grown in size and political prominence.

139. Logan, Eleanor M. And Others. Special Training Institute for Problems of School Desegregation: Intergroup Relations Institute for Secondary School Personnel. Interim Report. Chester, Pa., Pennsylvania Military Colleges, September 14, 1965. 39p. ED 056 109 (MF-$0.65; HC-$3.29).

This intergroup institute was comprised of thirty secondary school teachers of the City of Chester, Pennsylvania who were chosen because of the need for teachers to be trained in the attitudes and skills most useful for desegregation, so that they may be change agents among the faculty; others needed assistance because of special problems in their classrooms. The training phase, held during the summer of 1965, consisted of three sessions daily: dynamics of democracy; reading and study skills; and, coordinating seminar.

140. Lombardi, John. The Position Papers of Black Student Activists. Los Angeles, Calif., University of California, ERIC Clearinghouse for Junior College Information, September 1970. 19p. ED 042 453 (MF-$0.65; HC-$3.29).

This topical paper compares and contrasts the style, content, stucture, and manner of presentation of 10 Black student activist position papers previously compiled by the author ("Black Student Activists-Position Papers and Reactions to Them from Twelve Colleges"). The comparisons and contrasts reflect the particular contextual environment in which each paper must be viewed, yet provide a basis for viewing the activities as having having essentially the same basic objective; seeking and establishing "a true black identity."

141. Lombardi, John. The President's Reaction to Black Student Activism. Los Angeles, Calif., University of California, ERIC Clearinghouse for Junior College Information, January 1971. 33p. ED 046 390 (MF-$0.65; HC-$3.29).

This topical paper summarizes the variety of responses made by individual junior college presidents to the demands (position papers) of black student activists. The first section of the report presents the presidents' attitudes, illustrated in part by their own statements. The second section presents a selected number of presidents' formal responses to the black students' demands. A formal response pattern evolved in which replies followed the same format at the demands that were presented. The relative success of black activists is due to: (1) the administrators' fear of violence; (2) the possibility that violence might lead to race riots; and,(3) the willingness of black students to resort to violence to obtain concessions. Most of the black junior college presidents who have been appointed in the last five years might be considered the beneficiaries of activism. While they have as little control as white presidents over the major social forces contributing to the unrest among blacks, they can bring to the college a greater sensitivity to the needs and aspirations of black students.

142. Lombardi, John, Comp. Black Student Activists--Position Papers and Reactions to Them from Twelve Colleges. September 1970. 218p. ED 041 578 (MF-$0.65; HC-not available from EDRS).

Position papers reflecting demands of black student activist groups and reactions to them by administrators and faculty have been collected from twelve junior colleges in various parts of the country. For each college the position papers, reactions to them, and other pertinent materials are presented in chronological order to provide a picture of these activities and their impact on the college involved that is as complete and accurate as possible.

143. Lombardi, John and Quimby, Edgar A. Black Studies in the Community Colleges: A Survey. Final Report. Los Angeles, Calif., University of California, ERIC Clearinghouse for Junior College Information, April 1971. 89p. ED 048 851 (MF-$0.65; HC-$3.29).

This survey was prompted by the need to examine the community colleges in their attempts to adopt Black Studies programs as a result of the national emergence of Black Studies in 4-year colleges and universities. Official documents, personal statements from educators, and student opinion, together with a questionnaire, periodicals, newspapers, and bibliographic search of the literature make up the sources on which this survey is based. The major findings of the survey are: (1) Black Studies courses are widespread, (2) enrollments are adequate, (3) enrollments consist of black students with a sprinkling of non-blacks, (4) instructors are predominantly black, and (5) control of the Black Studies programs is in the hands of the blacks. This report of the survey includes a complete discussion of the origins of Black Studies, curriculum development practices and enrollment, and continuing issues. Useful references for those interested in implementing a Black Studies program are listed in the bibliography.

144. Long, Barbara H. and Henderson, Edmund H. Teachers' Judgments of Black and White School Beginners. Sociology of Education, 44 (3): 358-368, Summer 1971.

Racial Factors, Teacher Attitudes, Student Teacher Relationship, Behavioral Science Research, Behavior Rating Scales.

145. Love, Gene M. and Richardson, William B. Developing Desirable Occupational Attitudes Among the Disadvantaged. Journal of the American Association of Teacher Educators in Agriculture, 12(2): 15-19, July 1971.

Disadvantaged Youth, Vocational Education, Work Attitudes, Changing Attitudes; vocational educators should become aware of the attitudes of disadvantaged youth and provide programs directed toward the improvement of attitudes.

146. Lovejoy, Gordon W. "Into the Main Stream..."; Institute I--The Changing Community, June 7- July, 1965. Tulsa, Okla., Tulsa University, August 6, 1965. 65p. ED 056 119 (MF-$0.65; HC-$3.29).

The Institute was held from June 7 through July 2, 1965 and was designed to be the first in a series of related but independent institutes for school personnel in Eastern Oklahoma and Western Arkansas concerned with changing patterns of human relations. The single, basic objective was to assist participants in understanding those forces of change at work within the contemporary community which assist schools to desegregate and those which retard or delay school desegregation. Seventy-one participants were principals and forty-four were teachers. An underlying assumption of the program is that Institute members have more interest in human relations than real knowledge; therefore, emphasis was placed on the academic content of the Institute.

147. Lowe, Gilbert A., Jr. and McDowell, Sophia. Participant-Nonparticipant Differences in the Howard University Student Protest. Journal of Negro Education, 40 (1): 81-90, Winter 1971.

Activism, Negro Students, Student Attitudes, Student Alienation, Howard University.

148. Lucas, Isidro. Puerto Rican Dropouts in Chicago: Numbers and Motivation. Chicago, Ill., Council on Urban Education, March 1971. 101p. ED 053 235 (MF-$0.65; HC-$6.58).

This study found indications of high percentages of dropouts among Chicago Puerto Ricans; their educational problems seemed similar to those of other Spanish-speaking pupils in the urban situation. The dropout count carried out revealed a rate of 71.2 percent for Puerto Rican pupils who had received a substantial portion of their education in the North American continent. Eighth graders, freshmen, and seniors still in school who were examined for motivations too, demonstrated that they had problems of self concept caused by discrimination, difficulty in relating to their parents, and a progressive estrangement of pupil from school. Schools were found to have very little influence in increasing the stay-in rate: they did little to improve student self image or cultural identity. Further, students' reading habits, commitment to doing homework, and future aspirations decreased the longer they stayed in school. Knowledge of English was greater among dropouts than among seniors staying in school; these seniors knew more Spanish than dropouts. All groups lacked courses in Puerto Rican culture, and 80 percent of them desired such courses. Families play no role in the running of schools, nor were there many Spanish teachers in the schools. Both these factors when present and operant were proven to substantially reduce the dropout rate.

149. Lyon, Don and Lyon, Berthamay. "Human Relations Education--Who Needs It?" American Secondary Education, 1 (3): 18-24, May 1971.

Human Relations, Communication Problems, Communication Skills, Teaching Techniques, Human Relations Programs; maintains that everyone involved in a specific school can benefit from more effective communication; presents a technique of approaching human relations education.

150. Mallery, David and Heath, Douglas H. Toward a More Human School. A Report on Five Conferences Involving Students, Teachers, and Administrators. Boston, Mass., National Association of Independent Schools, 1970. 44p. ED 051 005 (MF-$0.65; HC-$3.29).

A series of five conferences are reported here on the problem of making the school more human by increasing understanding, the sense of community, and communication between students, teachers, and administrators. The first conferences explored the areas of necessary change which 275 students and 175 adults wanted to examine in the four remaining conferences. As a result these conferences were devoted to the general theme of alienation and ways of communicating to overcome this estrangement. In addition, a special article by Douglas Health on alienation and the school is appended.

151. Many Steps to Go. Report of the Task Force on Human Rights. NJEA Review, 43 (1): 58-61, September 1969.

Teacher Recruitment, Teacher Attitudes, Inservice Teacher Education, Instructional Materials, Racial Attitudes.

152. Martelle, Dorothy L. Interracial Marriage Attitudes Among High School Students. Psychological Reports, 27 (3): 1007-1010, December 1970.

Intermarriage, Attitudes, Secondary School Students, Race Relations, Sex Differences.

153. Martin, Ralph. A Training Institute to Improve the Effectiveness of Seventy-Five Secondary Teachers of English and Reading in Desegregated Schools in the East Tennessee Region. Knoxville, Tenn., Knoxville College, February 28, 1967. 25p. ED 056 110 (MF-$0.65; HC-$3.29).

The Institute was comprised of 75 language arts teachers who were divided into five groups based on their regular school assignment. A master teacher was responsible for each group who showed effective teaching behavior and carried out basic objectives. There were also specialists in the areas of education, occupations, programmed learning, art, media, and materials. Consultants and guest lectures presented topics concerning human relations and linguistics. The Institute was held during July, 1966.

154. Maryland State Department of Education, Baltimore, Md., Division of Instruction. A Guide to Intergroup Education in Maryland Schools. 1970. 30p. ED 046 824 (MF-$0.65; HC-$3.29).

This guide for teachers K-12 is intended to provide knowledge and techniques of implementation on the subject of eliminating prejudice in the schools. Background knowledge is given in the form of objectives of schools and in the nature of prejudice. Implementation methods are suggested for use in the classroom as well as for the use of resources in the community to change negative attitudes toward minority groups. The role which agencies, educational officials, and organizations in the community can play are given also. Suggestions which the teacher can follow to prepare himself as a model are offered. A final section deals with a summary of the legal aspects of individual rights.

155. Mason, Evelyn P. Stability of Differences in Personality Characteristics of Junior High School Students from American Indian, Mexican, and Anglo Ethnic Backgrounds. Psychology in the Schools, 8 (1): 86-89, January 1971.

Personality Studies, Individual Characteristics, Cultural Factors, Ethnic Studies; this study presents results of the testing of personality characteristics of ethnic groups. The significant overall ethnic difference was ordered with the Anglos highest and Indians lowest.

156. Massachusetts State Department of Education, Boston, Mass. "Education and Race Relations" Inservice Training Course: Final Report, Summary Statement of the College Coordinator for the Television Course, Report on Dissemination Efforts, and Evaluation. August 11, 1967. 47p. ED 056 107 (MF-$0.65; HC-$3.29).

This program utilized a series of films for in-service training of high school teachers in the Boston Metropolitan Area. The course was developed by the Lincoln-Filene Center for Citizenship and Public Affairs and was televised by WGBH-TV in Boston. The series of 28 broadcasts were divided as follows: the initial 45-minute program contained the substantive presentation by an expert in his field; the second program two days later was a discussion by teachers and experts of the presentation given earlier. The planning, the production of the syllabus, and the broadcasts took place in 1965-1966.

157. McAllister, James W. A Workshop Designed to Alleviate the Fears, Prejudices, and Misconceptions of Personnel in the LaGrange City and Troup County School Systems With Respect to Their Associations With Members of the Opposite Race in Order to Ensure the Continued Successful Functioning of the Educational Program. LaGrange, Ga., LaGrange City Board of Education, and Troup County Board of Education, September 30, 1970. 37p. ED 056 131 (MF-$0.65; HC-$3.29).

This report deals with a workshop type in-service training program in interpersonal relations involving the various categories of school personnel with each other, with area, regional, and/or national consultants, and with the consultative team from the School Improvement Center at the University of Georgia. The program was conducted during a two week period beginning August 10, 1970, and continuing through August 21, 1970.

158. McDonald, Marjorie. Not by the Color of Their Skin; the Impact of Racial Differences on the Child's Development. 1970. 251p. ED 050 221 (Document available from International Universities Press, Inc., 239 Park Avenue South, New York, N.Y. 10003; $7.50).

Contents of this book include: Part I: "The Nursery School and Its Racial Integration"--introduction, establishing physical and psychological integration; staff meetings; observing and working through; Part II: "Theory and Practice"--skin color anxiety: the skin and its importance in personality development; skin color anxiety, the visual impact, a comparison of two discoveries: skin color differences and sexual differences; skin color anxiety and the stages of libidinal development--skin color anxiety and identity disturbance, the oral phase: introjection, projection, and denial; the anal phase: narcissism, control, separation; the phallic phase and the Oedipus complex; latency, adolescence, and adulthood; skin color anxiety and the development of object relationships; a note about prejudice; and psychoanalysis and racial integration; and, Part III: "The Literature"--a review of the literature: sociology, psychology, social work, psychiatry, education, psychoanalysis: the prejudice, the Negro and Racial Conflict.

159. McDowell, Sophia F. Patterns of Preference by Negro Youth for White and Negro Associates. Phylon, 32 (3), 290-301, Fall 1971.

Negro Students, High School Students, Racial Attitudes, Negro Attitudes, Sociometric Techniques; five hundred and eighty-two Negro students of high school age in Washington, D.C. were asked what kind of whites and Negroes they would be most and least willing to associate with, and also whether they feel the same toward all whites.

160. McDowell, Sophia F. Willingness of Negro High School Students and Dropouts to Associate with Whites. Final Report. Washington, D.C., Howard University, July 1970. 131p. ED 047 336 (MF-$0.65; HC-$6.58).

This questionnaire survey of the interracial attitudes of a representative sample of 638 black youths in Washington, D.C. in 1968 replicates a similar one done in 1966, and compares 1968 patterns with 1966 patterns. In addition it concerns itself with identification, political views, vocational aspirations and expectations. The basic findings are that willingness for personal associations with whites decreased slightly between 1966 and 1968, but remained on the positive side of the scale. Black awareness increased although the preponderant majority chose the term "Negro" rather than "Black" for self-identification. Political stance was primarily moderate, with most considering themselves "American," contributing to a picture of dual identity in both the drive and drift toward first-class citizenship. Dropouts continued to be less accepting of whites than in-school youth although the gap became smaller by 1968. With the diversity of sentiment and inclination, a rationale can be found for almost any kind of racial reform program, pluralism appearing to be the most acceptable and democratic. The schools, as only one of the major national institutions, cannot by themselves achieve such a complicated societal goal, but can route their programs in the desired direction.

161. McKenzie, Bernard. Student Unrest: Some Causes and Cures. NASSP Bulletin, 55 (353): 54-60, February 1971.

Activism, Student Attitudes, Educational Problems.

162. Metzner, Seymour. Teacher Bias in Pupil Evaluation: A Critical Analysis. Journal of Teacher Education, 22 (1): 40-43, Spring 1971.

Teacher Attitudes, Student Evaluation, Bias, Socioeconomic Influences.

163. Michaels, Patricia. Teaching and Rebellion at Union Springs. Phi Delta Kappan, 52 (5): 262-266, January 1971.

Activism, Student Alienation, Student Teacher Relationship; a radical teacher's experiences in a small industrial community in upstate New York.

164. Miller, Gary M. A Study of Attitude Changes via Sensitivity Training Groups. Journal of the Student Personnel Association for Teacher Education, 9 (2): 47-50, Winter 1971.

Sensitivity Training, Training Laboratories, Teachers, Teacher Education,Self Concept; while participants in one of three varied forms of sensitivity training influenced only three of eight measured concepts and resulted in minimal attitudinal changes in two of the groups, it may be concluded that sensitivity training offers one avenue of helping teachers understand themselves and their individual students.

165. Mock, Kathleen Ranlett. The Potential Activist and his Perception of the University. Journal of Applied Behavioral Science, 7 (1): 3-13, February 1971.

Activism, Student Attitudes, Student College Relationship, Psychologists, Student Participation; viewing political and social attitude variables, the study indicated that personalities of students supporting the Free Speech movement at Berkeley resembled those of participants in the movement. The role of the psychologist in campus conflicts is introduced, and implications of the potential activist profile for university policy planning are suggested.

166. Modiano, Nancy. Little Leroy Views his School. February 1971. 11p. ED 049 339 (MF-$0.65; HC-$3.29)

Although the great heterogeneity of Afro-American culture makes the identification of unique culture traits extremely difficult, two cultural extremes may be discerned; most people fall somewhere between. Mainstream culture is best exemplified in the life style of middle class white America. Many Negroes strive to copy this life style in their behavior as much as their economic situations allow and apparently most blacks verbalize such aspirations regardless of how they live. At the other extreme are the members of the folk culture; their life styles, whether they live in the city or the country, are essentially unchanged from those of the black tenant farmer or sharecropper of 50 years ago. While women tend to resemble the mainstream more in their behavior patterns, men tend to preserve the folk culture. The differences between the black and white children's perceptions of school can be explained in part in terms of cultural factors. The trickster mentality and the attitude of contest, as well as language and speech style may have at least as much influence as socioeconomic variables, self concept, and teacher bias. Such traits serve as cultural markers, points of identification by which one can know oneself to be a member of one's own group.

167. Muir, Donal E. The First Years of Desegregation: Patterns of Acceptance of Black Students on a Deep-South Campus, 1963-69. Social Forces, 49 (3): 371-378, March 1971.

School Integration, Southern Schools, College Students, Majority Attitudes, Integration Effects.

168. Munnelly, Robert J. Is it Time to Break the Silence on Violence? Elementary School Journal, 71 (5): 237-243, February 1971.

Violence, Conflict, Conflict Resolution, Elementary Education, Curriculum Planning; the social studies elementary school curriculum should help children explore the nature and causes of conflict, and help them discover nonviolent, constructive ways of resolving conflict situations.

169. Myers, Robert B. Problems in School Desegregation: Two Summer Institutes for School Leaders. Gainesville, Fla., University of Florida, August 25, 1965. 32p. ED 056 115 (MF-$0.65; HC-$3.29).

The objectives of the program were to assist 24 teams averaging five leaders per team to plan the strategy and procedures of desegregation in their school system. This was accomplished by being briefed on the provisions of the Civil Rights Bill, by analyzing the problems incident to desegregation in their own school system, and by formulating plans for the orderly desegregation of their schools. The participants were provided with theoretical exploration to increase their understandings of communication, leadership, formation and reconstruction of attitudes, analysis of the nature of prejudice, curricular implications of desegregation, instructional implications of desegregation, and school organization. The training phases were from June 14-July 2, 1965 and from July 12-July 30, 1965. A follow-up phase began August 1, 1965 and ended July 31, 1966.

170. Nagler, Sylvain and Hoffnung, Robert. Teacher Expectations, Children's Perceived Powerfulness and School Performance. New Haven, Conn., Yale University, Department of Psychiatry, March 1971. 25p. ED 049 335 (MF-$0.65; HC-$3.29).

The Children's Perceived Powerfulness Scale (CPPS) was administered to 1200 suburban elementary grade school children. At each of four grade levels, three classes were designated as High Powerful (HP) and three as Low Powerful (LP). Results indicate that children in HP classes were viewed more favorably by their teachers, obtained higher scores on standardized tests, and were judged to have fewer behavioral problems than children in LP classes. The results are discussed in terms of the characteristics of classroom structure and teacher roles which may facilitate or inhibit feelings of powerfulness and, consequently, school performance of elementary school children.

171. Nelsen, Edward A. And Johnson, Norman C. Attitude Changes on the College Student Questionnaires: A Study of Students Enrolled in Predominantly Black Colleges and Universities. February 1971. 33p. ED 049 296 (MF-$0.65; HC-$3.29).

The nature and extent of attitude change concomitant with experiences of students attending five predominantly black colleges was investigated in a longitudinal study employing the College Student Questionnaire. The questionnaire was administered to students upon entrance to college and readministered upon completion of one year of college. The responses of 1520 students were obtained. Results indicated that students showed general increases in Cultural Sophistication, some increases in Family Independence, Peer Independence, and Liberalism. Increases in Cultural Sophistication were greater for students with higher extracurricular involvements and closer relationships with faculty members. The College Student Questionnaire holds certain potential advantages for studying attitudes, but it also holds some limitations when used with black students. Substantive findings suggest that extracurricular experiences and close relationships with faculty members may lead to greater gains in cultural sophistication viewed as an attitude.

172. Nelson, Robert J. Human Relations Workshop Leader's Guide. 1967. 96p. ED 056 129 (MF-$0.65; HC-$3.29).

This summer workshop was held in 1967. This guide includes how to lead discussions, ask challenging questions, use feedback, observe behavior of members, make thought-provoking statements, and summarize points. Also included are guides to film discussion, materials on the disadvantaged child, an attitude inventory, tapes on discipline situations, role playing, isolation technique, Negro History Games, and other topics.

173. Neuburger, Wayne F. and Pettibone, Timothy J. Disruptive Behavior in the Bilingual Child as a Function of Teacher Training. December 1970. 11p. ED 045 259 (MF-$0.65; HC-$3.29).

Videotapes were used to determine disruptive versus relevant student behavior exhibited: (1) with teachers trained under the Oral Language Program (OLP) implemented by the Southwest Cooperative Educational Laboratory and (2) with non-OLP teachers. Five categories of disruptive behaviors--gross motor, noise making, verbalization, orienting, and aggression--were identified. Data collection consisted of observing a child's behavior for 2 minutes. OLP-trained teachers elicited fewer gross motor and noise making behaviors from students. Non-OLP-trained teachers elicited fewer verbalization, orienting, and aggression behaviors. That different patterns of student responses resulting may have been due to teacher reinforcement since close physical distance is stressed in OLP training.

174. New Jersey State Federation of District Boards of Education, Trenton, N.J. Student Activism--and Involvement in the Educational Program. Federation Ad Hoc Committee Report, January 1970. January 1970. 57p. ED 050 488 (MF-$0.65; HC-$3.29).

This report notes that (1) activism is preferable to apathy, (2) larger problems loom for schools that fail to involve parents and community, (3) board member and administrator rigidity can cause conflict, and (4) black and Spanish-speaking students have special problems. Recommendations for school administrators and teachers emphasize sincerity in responding to student demands; increased communication with parents, students, and community; increased consideration for student needs; and the importance of a knowledge of the law. Appendixes include :(1) a model for local community study, (2) sample policies concerning student rights and participation, (3) grievance procedures for students and parents, (4) a teacher evaluation form for students, (5) "The Year of the Militant Student" by Dr. Carroll R. Johnson, and (6) a selected bibliography.

175. Newton, Josephine K. The Pupil Personnel Worker in Racial Conflict. Journal of the International Association of Pupil Personnel Workers, 15 (3): 139-142, June 1971 .

Pupil Personnel Workers, Guidance Programs, Socioeconomic Status, Racial Discrimination, Race Relations .

176. Nichols, David C., Ed. Perspectives on Campus Tensions. Washington, D.C., American Council on Education, 1970. 219p. ED 046 344 (Document available from the American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036; $3.50).

The purpose of this book was to provide background information and insight on campus tensions, and suggest ideas on how to go about reducing these tensions. The papers are divided into 5 parts. Part I, The New Situation, includes papers by Kenneth E. Boulding, William M. Birenbaum, Marcus G. Raskin, and Peter Schrag. Part II, Where the Students Are, includes papers by Kenneth Keniston, Gwendolyn Patton Woods, Edward Schwartz, and David A. Keene. Part III, What About Faculty?, includes papers by Seymour Martin Lipset, Judson Jerome, Douglas F. Dowd, and Samuel D. Proctor. Part IV, Administrators In the Middle, includes papers by Clark Kerr, Landrum R. Bolling, Steven Muller, and Harris Wofford, Jr. Part V, A New Role for Trustees?, includes papers by J. L. Zwingle, Ralph D. Hetzel, Jr., Morton A. Rauh, and E. William Ziebarth.

177. O'Reilly, Alora. Racial Attitudes of Negro Preschoolers. California Journal of Educational Research, 22 (3): 126-130, May 1971.

Preschool Children, Racial Attitudes, Negro Youth, Culturally Disadvantaged.

178. Orleans Parish School Board, New Orleans, La. Final Report for an Institute to Prepare Newly Graduated and Experienced Teachers for Work in Desegregated Schools. June 24, 1970. 145p. ED 056 132 (MF-$0.65; HC-$6.58).

There were 120 participants from three distinct groups: experienced teachers, newly graduated elementary and secondary teachers, and principals, who met from June 24, 1968 to June 30, 1970. Objectives of the program included the following: (1) teacher training; (2) interpersonal relations; (3) classroom skills and sensitivities for experienced teachers; (4) to observe successful instructional and motivational techniques; (5) to gain and apply human relations skills; and, (6) additional focus on principals' human relations skills and problems of administration and instruction incident to desegregation.

179. Ornstein, Allan C. The Need for Research on Teaching the Disadvantaged. Journal of Negro Education, 40 (2): 133-139, Spring 1971.

Research Needs, Educational Disadvantagement, Student Teacher Relationship, Teacher Selection, Teaching Skills.

180. Orost, Jean H. Racial Attitudes Among White Kindergarten Children From Three Different Environments. Princeton, N.J., Educational Testing Service, January 1971. 27p. ED 051 882 (MF-$0.65; HC-$3.29).

This research was initiated to determine whether the extent of a white child's first-hand contacts with black peers would influence his attitudes toward blacks. The subjects, 49 white, middle to upper class kindergarten children, all from two-parent homes with mothers who did not work outside the home, were divided into three groups: (A) children with no association with black children, (B) children with interracial contacts in school only, and (C) children with interracial contacts both in school and residential environment. The test used was the Social Episodes Test designed by Trager and Radke-Yarrow,but with pictures designed especially for this project. The three pictures shown and discussed were: (1) three white children playing and a black child approaching the group, (2) three white children playing, and (3) three white children and one black child playing together. An interview was conducted to determine the extent of the child's associations with and feelings toward black children. 79.7% of the sample displayed some form of tension after being shown the first picture. About half that number of children displayed tension after picture number three of racial harmony. Refusal to discuss picture number one was most prevalent among Group B subjects. Tension displayed by distraction was most evident among Group A subjects.

181. Orto, Arthur Dell and LaFleur, Kenneth. Racial and Cultural Differences in Ghetto Education. National Catholic Guidance Journal, 15 (4): 278-281, Summer 1971.

Ghettos, Racial Differences, Cultural Differences, Urban Education, Teacher Attitudes, Student Teacher Relationship; the recognition of some difficulties in ghetto education does not mean that efforts are not being made to improve schools or that all teachers are ineffectual or that all students are unreceptive. But many variables can affect ghetto education and of prime significance is the teacher student relationship.

182. Palomares, Uvaldo H. Communication Begins with Attitude. National Elementary Principal, 50 (2): 47-49, November 1970.

Spanish Speaking, Bilingual Education, Teacher Attitudes, Student Attitudes, Classroom Communication; describes a sequential, cumulative set of experiences designed to promote personal effectiveness and communication skills in children. Allegedly, as pupils learn to articulate their feelings, the teacher will begin to know his students, to understand and meet their needs as individuals.

183. Pappanikou, A.J. and Drake, Thelbert L. Educating Teachers for the City. Journal of Research and Development in Education, 4 (4): 33-51, Summer 1971.

Urban Schools, Teacher Education, Educational Problems.

184. Paulin, Kenneth C. and Bitner, John R. Student Value Structure: Key to Interpersonal Interaction in the College Community. [1970] 10p. ED 046 392 (MF-$0.65; HC-$3.29).

This study attempts to discover whether personal value structures are present at the personality level of student interaction (1) when there are no specific issues confronting the student, or (2) when issues are present and interaction results in linkage of the student value structure with a particular issue. Based on the results of a differential value profile, 47 students were placed in 11 discussion groups to discuss one of the following six value topics: aesthetic, material, power, intellectual, humanitarian, and religious. The members of each group had a similar hierarchy of values. In phase one, five groups chose topics corresponding to their value hierarchy. The aesthetics were the only value groups not to choose a corresponding topic. Only three of the groups chose discussion leaders whose value hierarchy was the highest for the group. In phase two, the groups were reorganized with a "plant" in each group. Nine of the groups chose the "plant" as discussion leader. The study thus indicates that :(1) personal value structures become a factor in student behavior only when aligned with an issue and when value conflicts arise between individuals and the issue; and (2) when an opposing issue is presented to a group, the person whose value hierarchy was congruent to the issue is perceived by the group as best able to cope with the issue. It is recommended that counselors working with students experiencing value conflicts try to identify the underlying issues.

185. Payne, James Irwin. Analysis of Teacher-Student Classroom Interaction in Amish and Non-Amish schools. Social Problems, 19 (1): 79-90, Summer 1971.

Student Teacher Relationship, Amish, Culture Conflict, Community Control, Classroom Environment.

186. Peck, DuBois W. and Miller,Monroe J. The Role of Interpersonal Understanding in De-Polarization of Antagonistic Groups. Boulder, Colo., University of Colorado, Institute of Behavioral Science, May 1971. 12p. ED 050 373 (MF-$0.65; HC-$3.29).

This paper reports one attempt to study and work toward the resolution of conflict in an inner city school. Specifically, this investigation was concerned with resolving conflict between students and teachers in an urban school by attempting to: (1) establish effective communication between these groups; and (2) improve understanding so that mutual problems could be resolved. With respect to problems of communication and understanding, the results indicate: (1) effective communication was established through use of a tape recording exchange procedure; (2) the levels of agreement and understanding between students and teachers were initially high and remained high throughout the investigation; and (3) the basis for existing disagreement was identified in terms of differential cue weighting. It was deemed that the ability to identify the precise basis of the existing disagreement directly led to the implementation of a program which substantially improved relations between students and teachers in this particular setting.

187. Perlman, Daniel and Oskamp, Stuart. The Effects of Picture Content and Exposure Frequency on Evaluations of Negroes and Whites. Claremont, Calif., Claremont Graduate School, September 1970. 20p. ED 044 744 (MF-$0.65; HC-$3.29).

Pictures of black and white stimulus persons were shown to 96 white college students with different exposure frequencies (0.1, 5, or 10) for different pictures. Subjects saw the stimulus persons either in positive settings, neutral settings, or negative settings. Analysis of variance of changes in trait ratings of the stimulus persons revealed significant effects due to content of the photographs, their frequency of exposure, and the content by exposure interaction. Contrary to Blume's (1966a, b) results for black models, positive exposure significantly enhances evaluations, and negative exposure decreased evaluations. White models showed primarily the positive effect. Overall, increasing exposure enhanced attitudes. This effect was very strong for positive stimuli, weak for neutral stimuli, and slightly reversed for negative stimuli. Exposure effects (Zajonc, 1968) and associative learning processes appear to operate in opposing directions for negative stimuli.

188. Petroni, Frank A. Teen-Age Interracial Dating. Transaction, 8 (11) 54-59, September 1971.

Race Relations, High School Students, Racial Attitudes, Dating (Social); summarizes the results of a survey, conducted several years ago in Kansas, of the extent of, and students' feelings about, interracial dating at a desegregated high school.

189. Petroni, Frank A. "Uncle Toms:" White Stereotypes in the Black Movement. Human Organization, 29 (4): 260-266, Winter 1970.

Attitudes, Minority Groups, Social Discrimination, Socioeconomic Status, Stereotypes.

190. Phay, Robert E. and Cummings, Jasper L., Jr. Student Suspensions and Expulsions. Proposed School Board Codes Prohibiting Serious Student Misconduct and Establishing Procedures for Dealing with Alleged Violations. Chapel Hill, N.C., University of North Carolina, Institute of Government, 1970. 51p. ED 047 399 (MF-$0.65; HC-$3.29).

This report contains proposed regulations of student conduct constituting serious misbehavior, and includes written procedures for handling regulation violations. The code is divided into three parts: (1) eight rules that prohibit student conduct qualifying as a major offense and that stipulate long term suspension or expulsion for violation of these rules, (2) a 20-section code to trying alleged violations of the rules, and (3) provisions for removing dangerous students. Following most of the rules and procedural sections are comments that clarify the intent of particular rule or section. Optional rules or sections are provided when a reasonably attractive alternative exists.

191. Porter, Judith D.R. Black Child, White Child: The Development of Racial Attitudes. 1971. 287p. ED 048 328 (Document available from Harvard University Press, Cambridge, Mass.; $8.95).

In Part One of this study of both racial attitudes in and the influence of race on social interaction between preschool children, "The Acquisition of Racial Attitudes," there is a discussion of mechanisms of racial attitude transmission, and a review of other studies. Part Two, "Sociological Correlates of Racial Attitude Formation," describes the methods of inquiry used, including the TV-Story Game, an analysis of doll choice by race and age, and social class, contact, and shade of skin color as correlates of racial attitude formation. Part Three, "The Effects of Racial Attitudes on Personality and Interaction," discusses racial self-concept, the personal dimension of self-esteem, and actual playmate choice in a desegregated setting. Part Four focuses on the implications of the data for theory, research, and public policy. The coding scheme for comments and free play, and self-portrait and story code sheets are appended.

192. Potter, Conrad H. Cultivating Student Teachers in the Yakima Valley. American Education, 7 (4): 27-31, May 1971.

Student Teachers, Minority Groups, Educational Change, Cultural Interrelationships.

193. Prezell, R. Robinson. Professionalism and School Desegregation. NCRIEEO Tipsheet, Number 3. New York, N.Y., Columbia University, National Center for Research and Information on Equal Educational Opportunity, April 1971. 8p. ED 049 346 (MF-$0.65; HC-$3.29).

In this issue of the NCRIEEO Tipsheet, a short essay discusses professional attitudes, behaviors, and expectations: (1) that will facilitate successful desegregation of public schools, and (2) that will facilitate the extension of equal educational opportunities. It is suggested that educators need to become more aware of courtesy in their behavior. In addition, educators must develop professional competencies that will avert problems, ease tensions, build trust, and create a good learning environment. Conscious cooperation of teachers in desegregated schools is also extremely important. Listed are a number of ways in which educators can improve race relations and the quality of desegregated education.

194. Puerto Rican Youth Speaks Out. Personnel and Guidance Journal, 50 (2): 91-95, October 1971.

Puerto Ricans, Puerto Rican Culture, Ethnic Groups, Racism; an edited interview presents some frank, forthright responses relating to a great variety of concerns, from culture and stereotyping to poverty and tokenism.

195. Ralston, Carolyn and Lewis, Ann. Special Field Reports on School Desegregation Projects: Hartford, Forrest City, Bernalillo, Dade County. New York, N.Y., Columbia University, National Center for Research and Information on Equal Educational Opportunity, May 1971. 34p. ED 050 222 (MF-$0.65; HC-$3.29).

These reports of the National Center for Research and Information on Equal Educational Opportunity analyze four school districts differing demographically, geographically, and in terms of local history in order to gather information on the ongoing desegregation projects in these areas. Field trips were made to Hartford, Connecticut, Dade County, Florida, Bernalillo, New Mexico, and Forrest City, Arkansas. The experimental program in Hartford involved busing 200 elementary school children out of the city to suburban school systems. I County, a human relations program was set up in which faculty desegregation was emphasized. The Bernalillo schools instituted an inservice program to increase cultural awareness for teachers--there being large numbers of Indians and Mexican Americans in New Mexico. After the Forrest City public schools desegregated, workshops for teachers, administrators, supervisors, and counselors were created.

196. Rhodes, George R., Jr. How Does a School Administrator Deal With Black Separation in the Public Schools. February 22, 1971. 12p. ED 049 545 (MF-$0.65; HC-$3.29).

Administrator understanding of the implications of black separatism requires recognizing that black students have an emerging sense of self worth and a belief that there is no opportunity for them to achieve success within the system. To deal effectively with student demands for separatism,administrators must understand the full meaning of their behavior and rigorously analyze each situation on the basis of the best interests of students involved.

197. Rhyne, Dwight C. Special Training Institute on Problems of School Desegregation, June 20--August 12, 1966. Chapel Hill, N.C., University of North Carolina, and Rougemont, N.C., Learning Institute of North Carolina, August 12, 1966. 23p. ED 019 347 (MF-$0.65; HC-$3.29).

The Institute focused on three major areas: (1) knowledge and understanding of various sub-cultures and related variables that effect learning; (2) skills in dealing with classroom and school problems in human relations; and, (3) principles of learning that relate to the ratio of ability to achievement. The Institute was attended by 54 participants, teachers from grades 7, 8, and 9, counselors, and administrators representative of black, white, and Indian groups.

198. Richards, Arlene. What Do Students Really Want? Today's Education, 70 (4): 57-58, April 1971.

Student Attitudes, Student Needs, Activism, High School Students.

199. Richert, E. A Study of Human Relations Training in a School Staff. Saskatchewan Journal of Educational Research and Development, 1 (2): 45-51, Spring 1971.

Human Relations Programs, Student Teacher Relationship, Behavior Change, Behavior Attitudes, Self Evaluation.

200. Roper, Susan Stavert. The Effect of Race on Assertive Behavior and Responses to Assertive Behavior in Small Groups. Technical Report Number 6. Stanford, Calif., Stanford University, School of Education, April 1971. 186p. ED 051 317 (MF-$0.65; HC-$6.58).

This study analyzes data collected in the summer of 1970. Fifty-seven groups, composed of two white and two black junior high school boys, were filmed as they participated in a cooperative task. Observers scored task-related interaction and socio-emotional behavior from video tapes of each group. Attitudes and perceptions of one another and of the task of the subjects (Ss) were obtained from interviews with Ss. The study focused on the assertive member in each group to investigate if the race of the assertive affected group members' reactions toward him and his behavior in the group. The investigator predicted that black assertives would not be as well liked nor as highly evaluated as white assertives; and that white subjects would direct more negative behavior toward black assertives than toward white assertives. The hypotheses, however, were not confirmed by the results. The study nevertheless suggests that more cooperative tasks should be used in situations where interpersonal relations are important. In integrated classrooms, a curriculum including cooperative tasks might increase the possibility of interracial harmony.

201. Rosenthal, Robert Alan And Others. Pathways to Identity: Aspects of the Experience of Black Youth. Cambridge, Mass., Harvard University, School of Education, February 1971. 578p. ED 053 236 (MF-$0.65; HC-$19.74).

The Pathways to Identity Project is a longitudinal study of individual differences among black teenage males from low income families who were included in two cohorts of, originally, seventh and ninth grades students in a de facto segregated junior high school in Boston's black community. The study is based on lengthy open-ended interviews, and focuses on the interaction of family background variables, aspects of self concept and racial identity, relations with peers, and attitudes, aspirations, and experiences relevant to school, work, and future life; the data and findings reported are limited to those involving the aspects mentioned, sampled at one point in time and related to only one of the many potential outcome variables--staying in or dropping out of school. The ninth graders had significantly higher IQ scores; they were also found to be higher than seventh graders in playing hooky, hooky being not associated with dropping out. Among the findings were: (1) an association of demographic characteristics of the mother with aspects of masculine identification and cognitive style, while father-related characteristics were tied up with social status; (2) self concept seemed to be significantly related to variables indicative of lack of ability or desire to change; and, (3) first job choices are more likely to be related to aspirations rather than to "real" expectations.

202. Ross, Colvin and Swick, Kevin. The Formation of Group Ethos Among Student Teachers for Inner City. College Student Journal, 5 (2): 59-61, September-October 1971.

Urban Areas, Student Teachers, Identification (Psychological); the study attempted to verify a group ethos among student teachers. When the teachers involved sense a groupness, a family ethos, they become a special core of teachers, and they performed accordingly.

203. Roye, Wendell J. Law and Order in Classroom and Corridor. NCRIEEO Tipsheet, Number 6. New York, N.Y., Columbia University, National Center for Research and Information on Equal Educational Opportunity, November 1971. 6p. ED 057 148 (MF-$0.65; HC-$3.29).

With the increase in the number of newly desegregated and not yet integrated schools has come a rise in reports of student behaviors considered anti-school and anti-teacher. Many institutions are strengthening security personnel to enforce order and discipline. But community reaction to "police" may be more destructive than the unacceptable behavior of children. Student participation in administration does not necessarily reduce or eliminate the occurrence of such behaviors, which are not in themselves a new phenomenon. Hiring uniformed guards is more of a new act which everyone confronted with serious discipline problems does not do. A more positive and constructive approach is the continual evaluation of discipline standards in all schools, integrated or segregated. Teachers must take into account the many factors which comprise natural barriers not only to the learning process but to human interaction as well. The disadvantaged have a "second education" quite different from that institutionalized by Jews, Chinese, and Japanese: it is a "reality education" with one's social and even physical survival at stake. This informal education is uniquely divergent from the formal education attempted in schools. Employment of the symbols of law enforcement to coerce surface conformity to the standards of schools is demeaning to both guards and students, and ultimately self-defeating.

204. St. John, Nancy. The Elementary Classroom as a Frog Pond: Self Concept, Sense of Control and Social Context. Social Forces, 49 (4): 581-595, June 1971.

Racial Balance, Individual Power, Elementary Schools, Academic Achievement; reports a study of the relations among self concept, sense of conflict, and racial balance of schools within a sample of black and white sixth graders in Boston classrooms of various socioeconomic and racial mixtures.

205. St. John, Nancy. Thirty-Six Teachers: Their Characteristics, and Outcomes for Black and White Pupils. November 1970. 18p. ED 048 101 (MF-$0.65; HC-$3.29).

A study investigated the academic growth, self concept, and interracial friendship behavior of 956 black and white sixth graders under teachers of varying characteristics. The major independent variable was teacher characteristics; the independent variables were four measures of the academic growth of pupils and four measures of their attitudes. After one week's observation researchers rated the 36 white teachers on 13 dimensions using Ryans' (1960) Characteristics of Teachers Scale. Validity of ratings was measured by examination of narratives and interview protocols and by comparison of ratings of first/second observers and observer/mother. Factor analysis of ratings revealed three clusters of characteristics ("child-orientation," "task-orientation," and "fairness") that were unrelated to background characteristics of teachers or ability level of pupils. Relationships were examined by means of zero order correlations, analysis of variance, and multiple regression analysis. For black pupils, child-orientation correlated significantly with reading growth and fairness with improved conduct. Between-classrooom variance in black reading scores nearly doubled from fall to spring. The relationship of teacher characteristics and pupil outcomes did not diminish when the effects of sex, IQ, family SES, and classroom SES and percentage white were removed through multiple regression analysis. Conclusion: Minority group children appear to be responsive to teachers with interpersonal skill, rather than subject-competence.

206. Saltman, Juliet Z. Integration Attitude Differentials and the Social Situation. Phylon, 32 (3): 312-325, Fall 1971.

Racial Attitudes, Racial Integration, Age Differences, Socioeconomic Status, Sex Differences; a survey of receptivity toward five different aspects of integration and presence of prejudice was made among students in four different classes in a municipal university, parents of the students, and friends of parents of the students.

207. Sam Houston State University, Huntsville, Texas. A Training Institute on Problems of School Integration for School Board Members, Principals, and Teachers in the East Texas Area. Final Report. August 26, 1969. 92p. ED 056 126 (MF-$0.65; HC-$3.29).

The sixty participants at the Institute, held at Sam Houston State College included school board members, principals, administrators, and classroom teachers. The needs of the participants were considered, in relation to the dynamics of school integration in the program format. The improvement of attitudes and opinions necessary to reduce the educational disparities between Negro and white students was another central part of the content. The processes of: racial isolation; student desegregation and resegregation; faculty cross overs and related unrest in both white and Negro communities; administrative techniques for communicating support of programs; bus transportation; and, compensatory education programs were focused upon. The Institute was held from September 1, 1968 through August 31, 1969. This document is an evaluative report.

208. Sang, Han Wan. Alienation, Deviation-Proneness, and Perception of Two Types of Barriers Among Rural Adolescents. Social Forces, 49 (3): 398-413, March 1971.

Rural Youth, Self Concept, Youth Problems, Student Alienation, Social Opportunities.

209. Schab, Fred. Attitudinal Differences of Southern White and Negro Adolescent Males Regarding the Home, School, Religion and Morality. Journal of Negro Education, 40 (2): 108-110, Spring 1971.

Student Attitudes, Caucasians, Negroes, Adolescents, Racial Differences.

210. Schick, Edgar B. The Student Conservative Revolution and Faculty/Student Conflict. Educational Theory, 21 (1): 17-32, Winter 1971.

Student Teacher Relationship, Activism, Higher Education, College Faculty.

211. Sedlacek, William E. and Brooks, Glenwood C., Jr. Racial Attitudes, Authoritarianism and Dogmatism Among University Students. College Park, Md., University of Maryland, Cultural Study Center, [February 1971] 14p. ED 058 331 (MF-$0.65; HC-$3.29).

If universities and colleges are to provide an optimal education for students from all cultures and backgrounds they should examine the relationships among their students. Since there has been an increase in black freshman enrollment at large universities from three percent in 1969 to four percent in 1970 and institutions are preparing students for life in a multi-cultural society, several questions may be posed: How will white students react? What are the attitudes of white students towards blacks? The purpose of this study was to explore the relationship among racial attitudes, authoritarianism, and dogmatism in white university students. Form B of the Situational Attitude Scale and the D and F Scales were administered to 233 prospective freshmen about to enter the University of Maryland. Scores were intercorrelated to determine the relationship among student attitudes. Results indicated that whites holding negative attitudes toward blacks also tended to be more dogmatic and authoritarian than whites with more positive attitudes. Other studies done at Maryland have reported similar racial attitudes for freshmen and seniors. If an institution is committed to preparing people to live and work in the larger society, providing for positive intercultural experiences on campus would seem to be a necessary and appropriate function. Required courses on race relations and support of student and faculty programs by the administration were suggested.

212. Sedlacek, William E. and Brooks,Glenwood C., Jr. Social Acceptability in the Measurement of Racial Attitudes. Psychological Reports, 29 (1): 17-18, August 1971.

Racial Attitudes, Social Influences, Values, Perception, Caucasians.

213. Sedlacek, William E. And Others. Problems in Measuring Racial Attitudes: An Experimental Approach. College Park, Md., University of Maryland, Cultural Study Center, 1971. 12p. ED 058 330 (MF-$0.65; HC-$3.29).

Problems in measuring the attitudes of whites toward blacks have included: (1) Lack of contemporary content in existing measures; (2) Difficulty of determining scale validity; and, (3) The strong social reinforcement for being "tolerant" toward blacks making the assessment of "true" racial attitudes more difficult. The Situational Attitude

Scale (SAS) was developed to reduce or eliminate these problems. The SAS consists of 100 semantic differential items that relate to one of ten social or personal situations. Two forms of the SAS were developed. Each contains the same situations, items, and instructions except that the word "black" was inserted into the situations in Form B. When the SAS is administered to white subjects randomly assigned either form, more negative responses occur to Form B. This indicates that whites have generally negative attitudes toward blacks. This result has been obtained on several independent samples including the one employed in this study. The SAS methodology has been extended to cross-cultural comparisons and it has been found that white Danes tended to view "Mediterranean foreign workers" much as white Americans view blacks. It was suggested that the SAS methodology could be extended to many situations in attitude measurement where the investigation wishes to examine the experimental effects of one or more variables.

214. Shaftel, Fannie R. and Robinson, John T. Intergroup Workshop for Special Training on Problems of School Desegregation. Interim Report, Final Report, and Follow-Up in Participating School Districts. Stanford, Calif., Stanford University, 1965/1966. 57p. ED 056 127 (MF-$0.65; HC-$3.29).

Participants consisted of thirteen teams of teachers, administrators, and supervisors from ten school districts of the West: fifty-six in all, from several cities and suburban areas that presented de facto segregation. Large and small group discussions, evening sessions, library work, tape recordings, and films were utilized by the participants. The first week was comprised of topics such as civil rights, the need for desegregation and integration, and "complacency shocking" experiences. The second week concentrated on curriculum and discussion of community practices. Individual and team production of plans for furthering integration made up the third week's activities. The workshop, a live-in experience, was held at Stanford University from August 2, 1965 through August 25, 1965.

215. Siegel, Sol. Prejudice and Plain Talk--the Risks and the Gains. Integrated Education, 9 (3): 43-45, May-June 1971.

Intergroup Relations, Public Schools, Elementary Grades, Human Relations, Self Concept; describes an innovative panel of multi-ethnic fifth-graders who share their feelings with other students in an assembly, and the possible positive and negative consequences which may result from this kind of program.

216. Silverman, Irwin and Shaw, Marvin E. Effects of Sudden Mass School Desegregation on Interracial Interaction and Attitudes in One Southern City. Gainesville, Fla., University of Florida, April 1971. 16p. ED 053 410 (MF-$0.65; HC-$3.29).

The authors concern themselves primarily with 2 effects of a school desegregation plan during the semester of its inception in Gainesville, Florida. One deals with the amount of interaction between blacks and whites on the school grounds; the other concerns their attitudes toward each other. Interaction was measured through observation during the 3rd, 8th and 13th weeks of the semester. Low frequencies of interaction were obtained throughout the semester. The conclusion of the authors is that the merger resulted in mutual exposure of the races, but not in integration in any real sense. Measures of racial attitudes suggest improvement in this area, as well as in the area of tolerance. A brief discussion of the findings concludes that the most salient task for school systems engaged in racial mergers is to plan programs that result in integration in more than an administrative sense.

217. Sims, O. Southern, Jr., Ed. New Directions in Campus Law Enforcement: A Handbook for Administrators. Athens, Ga., University of Georgia, 1971. 87p. ED 047 334. (Document available from the Georgia Center for Continuing Education, The University of Georgia, Athens, Ga. 30601; $2.50).

These papers present a collective view of campus law enforcement in the seventies, incorporating new ideas and tested formulas for meeting the demands of the current generation of students. Written primarily by practitioners concerned with current unrest and its implications for the future of higher education, the papers express a belief in the academic community's ability to solve its own problems. The solutions offered settle basically on two premises: (1) the assumption that colleges and universities should recognize their unique postures as separate communities, functioning within the laws of the larger community, and (2) the proposition that colleges meet threats of lawlessness and disorder through preventive techniques, beginning with the establishment of workable, progressive departments charged with public safety for the community.

218. Smith, Paul M., Jr. Black Activists for Liberation, Not Guidance. Personnel and Guidance Journal, 49(9): 721-726, May 1971.

Activism, Negro Leadership, Black Power, Negro Youth; the white guidance and counseling image as practiced in public and private schools is neither designed nor intended to revolutionize blacks; therefore, it should be rejected as a viable solution to their problems. The author sees the black activist asserting himself by reinforcing blackness in all phases of school desegregation.

219. Spilka, Bernard. Alienation and Achievement Among Oglala Sioux Secondary School Students. Final Report. August 1970. 529p. ED 045 225 (MF-$0.65; HC-$19.74).

As a final report on alienation and achievement among 753 Oglala Sioux secondary school students on the Pine Ridge Reservation, this document attempts to portray the circumstances affecting the Indian child in school. To provide a basis for comparison, the sample also contained 855 white secondary school pupils. General findings which are believed to contribute to the Indian child's severe cultural disruption are that alienation increases as intelligence and achievement decline; that alienation tends to be significantly greater among those who do not continue their education than among those who continue attending school; that as degree of Indian blood increases, intelligence and achievement measures decline; and, that as Indian children progress through school, alienation scores tend to be reduced and IQ increased. It is also noted that teacher role is believed to play a significant part in academic success of the Indian student. It is concluded (1) that factors of political and economic realities in which Indian students exist override immediate local influences and (2) that any thoroughgoing program must deal with the fact that poor performance or failure to complete schooling is very much a function of alienation on the part of the child in a conflicted community where the middle-class values clash with residues of the Indian cultural heritage.

220. Stanford, Max. Black Nationalism and the Afro-American Student. Black Scholar, 2 (10): 27-31, June 1971.

Student Alienation, Activism, Black Power, Civil Disobedience, Negro Education; expresses the view that more and more black students become alienated and will transform as a class into a revolutionary nationalist intelligentsia for the movement toward independent nationhood.

221. Stanton, Millet. Student Militancy and College Curriculum. College English, 32 (3): 243-254, December 1970.

College Curriculum, Activism, Student College Relationship, Student Attitudes, College Environment.

222. Stein, Annie. Strategies for Failure. Harvard Educational Review, 41 (2): 158-204, May 1971.

Educational Change, Racial Discrimination, Minority Groups, School Community Relationship, Activism; the problems of a large public school system are alleged to be partially caused by institutional racism, negative professional attitudes, and repressive school policies.

223. Stevenson, William W. And Others. Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas. Final Report. Stillwater, Okla., State Dept. of Vocational and Technical Education, and Oklahoma State University, September 1970. 86p. ED 049 191 (MF-$0.65; HC-$3.29).

A 2-week institute was held to orient participants to the world of the disadvantaged and to give them ideas on methods of training teachers for disadvantaged adults. The 77 participants--including teacher educators, teachers, community workers, state department of education personnel, and counselors--attended lectures by consultants from the School of Occupational and Adult Education at Oklahoma State University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff, and participated in small-group discussions. An important feature of the institute was a live-in arrangement whereby participants spent four nights in the home of a disadvantaged family. Most participants evaluated the institute favorably. In addition, a 4-month followup found that most participants subsequently engaged in one or more activities designed to improve education for the disadvantaged. (The report includes lists of participants and consultants, a schedule of daily activities, and some of the evaluation forms developed.)

224. Stone, Chuck. Testing and the Educational Power Struggle. Integrated Education, 9 (4): 4-10, July-August 1971.

Race Relations, Negro Attitudes, Test Bias, Racism, Research Needs; discusses the testing experience as it affects the black community. Contends that nationally standardized tests have: (1) excluded the black population in establishing their norms; (2) become instruments for reinforcement of negative black images; and, (3) been used inadvertently or otherwise to bar blacks from higher education.

225. Stone, Chuck. The Psychology of Whiteness vs. the Politics of Blackness: An Educational Power Struggle. April 1971. 32p. ED 049 342 (MF-$0.65; HC-$3.29).

During an interview (Playboy magazine, April, 1971), actor John Wayne expressed certain educational theories and attitudes concerning American minority groups. His outlook is an authentic summary of the intellectual convictions of the vast majority of white Americans today. This "psychology of whiteness" is the academic explanation for the concept of racism. Scholars have historically amassed data which supported the concept of racial inequality. The black community has developed a massive disenchantment with integration, and has begun to move toward the "politics of blackness," which is not racist but affirms the right to survive. The racist term "disadvantaged" should be replaced by the term "disequalized" which more accurately reflects the condition of oppressed minority groups. There are other educational and psychological concepts which are equally demeaning and inaccurate, including many concepts in intelligence testing. Educational accountability will help to change some of the present educational criteria. Psychological research must also be redirected for improved contributions to human progress.

226. Stone, James C. Teachers for the Disadvantaged. Series in Higher Education. 1969. 275p. ED 049 329 (Document available from Jersey-Bass, Inc., Publishers, 615 Montgomery St., San Francisco, Calif. 94111; $7.75).

This book gives detailed reports on twenty-five projects in teacher training, specifically designed to prepare teachers for teaching disadvantaged children. These reports give a comprehensive mixture of local problems and their solutions which can provide patterns or models for problems in any area. Part I describes the projects in terms of their objectives, and evaluates success in meeting those objectives. Part II offers the findings from questionnaires and interviews with teachers who participated in these programs, concluding with a chapter devoted to recommendations and new models.

227. Strack, C.M. and Dahlstedt, W.A. Desegregation, the Learning Process, and Changing Values in Human Relations. Institute Interim Report. Arkadelphia, Ark., Henderson State Teachers College, [1966] 62p. ED 056 123 (MF-$0.65; HC-$3.29).

The Institute was conducted from June 6, 1966 through July 8, 1966 by Henderson State Teachers College, which accepted forty-five participants in teams of three from each of fifteen school districts. The team consisted of a supervisor, a guidance person, and a language arts specialist or classroom teacher. Those participants nominated were considered potential leaders in the task to enhance effective education and desegregation. The Institute's objectives were as follows: (1) increase insight and understanding of multi-cultural contrasts and conditions present in desegregated classrooms; (2) increase ability to deal with language skills within the classroom; (3) become aware of own and other's attitudes, which condition and restrict teaching success; (4) reach a greater level of skill in formulating and applying corrective programs in the classroom; (5) examine evaluation procedures as related to a multi-cultural class; and, (6) assess possible gains from applying ideas of methodology, such as ungraded schools, team teaching, and more complete audio-visual procedures.

228. Strain, Barbara. Developmental Trends in the Selective Perception of Race and Affect by Young Negro and Caucasian Children. Nashville, Tenn., George Peabody College for Teachers, Demonstration and Research Center for Early Education, August 1970. 49p. ED 046 498 (MF-$0.65; HC-$3.29).

This study used a "disguised-structured" technique for determining the differential saliency of race and affect on preference behavior of 60 5-, 6-, and 7-year-old Negro and Caucasian children. Positively and negatively valued objects were distributed by subjects among photographs of happy and sad Negro and Caucasian children. No racial preference was found among 5-year-olds of either race or among older Negro children; 6- and 7-year-old Caucasian children showed growing preference for the Caucasian stimuli. Preference for the happy stimuli was shown by all groups of children, the affect differences overriding all race preferences. Included are both references and a bibliography of sources not cited in the text. Appendixes provided include a duplication of task photographs, sample data form, and additional task tables.

229. Strouse, John P. Human Relations in the Student Teaching Triad. Supervisors Quarterly, 6 (3): 12-15, Spring 1971.

Student Teachers, Cooperating Teachers, College Supervisors, Intergroup Relations.

230. Surlin, Stuart H. Projective Responses to Racially Identifiable Speech by Racially Prejudiced and Non-Prejudiced Individuals. April 1971. 35p. ED 048 596 (MF-$0.65; HC-$3.29).

This projective exploratory study in responses by racially prejudiced and non-prejudiced individuals to samples of black speech, which was designed as a means of uncovering trends, resulted in some conclusion "made with some degree of assurance": (1) The Southern students participating in the study were significantly more prejudiced than the Northern students; (2) Subjects tended to respond to black identifiable voices in the same negative manner as is customarily found in personal contact or discussion of blacks; (3) Subjects holding relatively similar racial attitudes relative to the norms of their social environment reacted in a relatively similar manner to the same racial stimulus; (4) Bogardus Social Distance ratings tended to directly relate to the projective response of each group, e.g., the less negative the prejudice ratings, the less negative the projective responses tended to be, and vice versa; and, (5) More research should be done in this area in order to strengthen these tentative conclusions.

231. Swearingen, Mildred E. And Others. Institute Training Programs on Problems of School Desegregation: Interim Report, Final Report, and Followup Conference. Tallahassee, Fla., University of Florida, Department of Educational Administration, 1966. 40p. ED 056 106 (MF-$0.65; HC-$3.29).

The objectives of the Institute were to provide selected elementary school principals of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems arising from school desegregation. The participants within the service area of Florida State University were involved in twenty formal training sessions of lectures, discussion, case studies, role playing, and individual study. In the concluding follow-up conference to the Institute programs,there were three groups represented in separate institutes: elementary school principals, secondary school principals, and supervisors and curriculum specialists. The programs took place from September, 1965 through August, 1966.

232. Teahan, John E. and Podany, Edward C. Some Effects of Films of Successful Negroes on Racial Self-Concept. 1971. 18p. ED 056 140 (MF-$0.65; HC-$3.29).

Twelve films of successful Negroes were shown on a weekly basis to fifty-six black high school males. Sixty-two black males from the same school served as controls. Pretesting was done one month following the last film. Tests involved the measurement of reactions to anonymous whites and foreigners. Experimentals became more negative in their evaluation of white photos following the films and they tended to be more rejecting of attitudes reflecting white superiority sentiments. This was especially true of lower socio-economic students who were felt to be more in need of inspirational models. The results were felt to suggest that an increase in pride about race results in an accompanying more negative or critical attitude toward whites.

233. Thomas, Charles W. Boys No More: A Black Psychologist's View of Community. Insight Series, Studies in Contemporary Issues. 1971. ED 058 333 130p. (Document available from Glencoe Press, Division of Macmillan Co., 8701 Wilshire Blvd., Beverly Hills, Calif. 90211; $3.95).

Contents of this book include: Introduction (Charles Thomas); White racism: Its roots, form, and function (James P. Comer); Boys no more: Some social psychological aspects of the new black ethic (Charles W. Thomas); General systems theory and Black Studies: Some points of convergence (Cedric Clark); The misuse of a so-called psychological examination for the selection of jurors (Charles D. and Rita M. Boags); The changing image of the black American: A socio-psychological appraisal (Robert L. Williams); What counselors must know about Black Power (Kenneth S. Washington); The black quest for higher education: an admissions dilemma (Robert L. Green); Something borrowed, something black (Charles W. and Shirley W. Thomas);and, On being a black man (Charles W. Thomas).

234. Tumin, Melvin M., Ed. Research Annual on Intergroup Relations - 1970. New York, N.Y., Anti-Defamation League of B'nai B'rith, 1970. 315p. ED 050 191 (Document available from Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Ill. 60511; $3.95).

This is a compendium of research sources on the subject of intergroup relations. On the basis of responses to questionnaires sent to members of the Society for the Study of Social Problems and the Society for the Psychological Study of Social Issues, as well as to university personnel, human relations organizations, and concerned government agencies and individuals in the United States and abroad, this current research annual reports considerable research activity in intergroup relations during 1967, 1968, and 1969. The criteria for inclusion of reports have remained the same as for earlier editions--the studies must deal with the relationships between ethnic, racial, religious, or national groups. In this edition the decision has been made to focus primarily, though not exclusively, on unpublished studies, knowledge about which might not otherwise have been available to the reader. Specifically, sections on patterns of discrimination, segregation, and desegregation; civil rights; crime and delinquency; and, education for the disadvantaged are included.

235. Turner, H.C. Team Teaching, Employing a Variety of Methods for Spanish/Anglo-American Integration. Title IV Final Report, 1969-70. Las Vegas, N.M., Las Vegas City Schools, 1970. 52p. ED 056 130 (MF-$0.65; HC-$3.29).

A total of thirty participants, mostly teachers, underwent an in-service training program to develop "cultural awareness" in 1969-1970. The project plan was as follows: (1) cultural sensitivity training; (2) cultural awareness, curriculum objectives, and development training; (3) instruction methods and strategies, philosophy of human development, development of teaching units, and Interaction Analysis training; and, (4) follow-up and evaluation.

236. Ulibarri, Mari-Luci. In-Service Teacher Education in a Tri-Ethnic Community: A Participant-Observer Study. May 6, 1970. 259p. ED 044 680 (MF-$0.65; HC-$9.87).

An urgent need was felt for broader implementation of processes similar to those indicated in this study to help reorient teachers effectively, quickly, and as painlessly as possible so that they can better meet the needs of the Spanish surnamed and the Indian

Americans enrolled in public schools. Six prime questions were involved during the implementation of this in-service education model in a tri-ethnic community: Will there by satisfaction with traditional curriculum when cultural differences are understood? Is it possible to develop an awareness of a person's own needs which may be in conflict with the student's needs? To what extent will self-evaluation help in understanding techniques and methods used with students? Will needs for special materials, techniques, and community involvement be apparent and understood by the school personnel? Will an inservice program be able to initiate required curriculum changes? What are the results of the total project? In summarizing, the author emphasizes that meaningful social changes in school programming activities can occur. A base-line direction for change can be established; a project such as the model described can set such a base-line program of recommendations. The author feels that personnel in schools with students from minority groups should know about the processes described here.

237. University of California, Berkeley, Calif. Center for Research and Development in Higher Education. Education in the Real World: Faculty View the Protests. 1970. 4p. ED 045 027 (MF-$0.65; HC-$3.29).

In an effort to determine how faculty viewed the student protest activities following the Cambodian invasion in May 1970, a questionnaire was mailed to 1,513 faculty members on 9 campuses in 6 states; usable returns were received from 552, or 36 percent. Sixty-eight percent of those responding viewed protest activities on their campuses as having specific "educational" benefits. The benefit most often cited was "real world education"; other benefits cited were: the impetus some activities gave to the regular curriculum, increasing student motivation to learn, a reexamination of the purposes of education, and a change in faculty-student relationship. Eleven percent of the faculty saw no benefits from the protest activities, and 79 percent expressed concern for the negative effects. Sixty-five percent felt the positive aspects outweighed the negative, while 23 percent felt the opposite. Seventy-seven percent indicated they generally supported the protests, and 52 percent said that they had made some changes in their classroom activities or policies. There was little faculty consensus as to the future effects of the protest activities on their campus.

238. University of Georgia, Athens, Ga. Instructional Improvement in Middle and Junior High Grades for 250 Teachers of Disadvantaged Students in Ten Rural, Isolated, Majority Negro, Georgia School Districts. Director's Report. August 31, 1970. 128p. ED 050 843 (MF-$0.65; HC-$6.58).

Utilizing summer conferences, seminar activities, and bi-weekly contact with a member of the University of Georgia staff, this project sought improvement for teachers of disadvantaged students. Some 120 teachers in 10 local school systems received personal, concerned, and professional assistance for 1 full year. The teacher population was drawn from rural, isolated, majority-Negro school systems in Georgia. The most important contributions of this project resulted from efforts :(1) to introduce, and guide implementation of, more appropriate instructional methods in classrooms; (2) to review and update individual teachers in their content areas; and,(3) to change self attitudes. Five formal evaluative devices were used: Tennessee Self Concept Scale, Organizational Climate Description Questionnaire, Measures of Attitudes (semantic differential), Objectives of Programs for the Disadvantaged (ranking), and Program Practices for Disadvantaged Children (priority rating of 24 program practices). Results from the first of these devices suggest that the teachers served gained positive attitudes about themselves. The major strength of the project lay in its conduct in the field rather than under laboratory conditions. Approximately 110 pages of appendices provide papers presented at the National Conference for Supervision and Curriculum Development, formal evaluation devices used in the project, and other project-related materials.

239. University of Southwestern Louisiana, Lafayette, La. Negro History and Culture. Final Technical Report on the EPDA Institute. 1969. 22p. ED 048 043 (MF-$0.65; HC-$3.29).

The purpose of the institute was: 1) to improve the teaching of Negro students; 2) to prepare Negro and white teachers to assume duties in predominately Negro schools; 3) to meliorate racial prejudice, to provide for Negroes to develop healthy self-images; 4) to prepare educators to deal with problems of race relations; and, 5) to prepare teachers to teach courses containing a broad spectrum of Negro culture. Self-evaluation indicated that the institute was felt to have accomplished these goals. Especially noted was the opportunity for change of attitudes which attendance of the institute encourages.

240. University of Wisconsin, Madison, Wis. Institute for Teachers and Principals on Integrated American History in the Inner-City Elementary Schools. Director's Report. October 1970. 174p. ED 048 044 (MF-$0.65; HC-$6.58).

The purposes of the Institute--to heighten the self concept and achievement of Negro youth, and to improve school-community relations in racial ghettos--are discussed in an introduction, along with the rationale, philosophical orientations, and objectives. Additional preliminary information includes a discussion of the required planning and resources used in the program operation. The Institute staff and thirty participants, chosen in administrator-teacher teams from inner-city schools, are listed. There were three phases of program operation: 1) Workshop and lectures; 2) Field testing of curriculum materials produced in Phase 1; and,3) Revision of materials. Evaluation procedures on the 25 experimental and 25 control classes are detailed as an entire section on evaluation. Results of the analysis indicate that Institute participants felt positively toward the materials they produced and their experiences in the Institute. The children in the program learned more about integrated Afro-American history and enjoyed the learning process. Among other things, appendices include: Sample of curriculum materials produced; an extended list of topics, historians, and readings; samples of school visit report and log; roster of participants; and sample of posttest and pretest, with instructions.

241. Valencia, Atilano A. The Effects of College Teacher Training Project With Emphases on Mexican American Cultural Characteristics. An Evaluation Report. Sacramento, Calif., Sacramento State College, September 18, 1970. 78p. ED 045 267 (MF-$0.65; HC-$3.29).

The major purpose of the Sacramento State College Mexican American Educational Project is to provide prospective teachers with an in-depth understanding of the cultural heritage, acculturation problems, and other behavioral characteristics found among Mexican American children. Components of the project include:(1) a teacher-training program; (2) a fellowship program for Mexican American college students; (3) a cross-discipline approach which incorporates anthropology, psychology, sociology, and linguistics (Spanish for Spanish speakers); (4) a demonstration school and training center; (5) a curriculum development laboratory; (6) community involvement programs; (7) a teacher-administrator institute; and,(8) a 6-week travel study in Mexico for both experienced and inexperienced teachers. Included in the document are statistical analyses and findings, along with a resume of recommendations.

242. Wade, Kenneth and Wilson, Warner. Relatively Low Prejudice in a Racially Isolated Group. Psychological Reports, 28 (3): 871-877, June 1971.

Bias, Rural Environment, Secondary School Students, Southern Schools, Racial Factors.

243. Wagoner, Jennings L., Jr., And Others. Student Relationships and Activities in Desegregated Schools. High School Journal, 54 (3): 188-201, December 1970.

Interpersonal Relationship, School Integration, Student Attitudes, Behavior Change.

244. Walker, A.D. Implications of Generalized Expectancies of Black Children in Educational Settings. Urbana, Ill., University of Illinois, Center for Instructional Research and Curriculum Evaluation, [1969] 11p. ED 051 324 (MF-$0.65; HC-$3.29).

A perception of limited autonomy in the environment of the low socioeconomic black child has important implications for educators. Firstly, since the educational setting is challenging and often fear-provoking for disadvantaged students, it would seem desirable to reduce the generalized expectancy of powerlessness that is characteristic of many of these children. A way to reduce some of the disastrous effects that the American school has often had on the disadvantaged child is to increase his perception of his personal responsibility in the outcomes of his education. Secondly, educational administrators would do well to strive to employ as many well-qualified black teachers as possible in order that black students could have a choice of teachers in terms of race. A third implication of the concept of internal-external control for education concerns the social rejection and isolation of black students by white students and teachers in desegregated schools. Rejection and isolation is largely seen by the black student as out of his control.

245. Weaver, Gary R. All Is Not Quiet on the Academic Front. Washington, D.C., American University, 1971. 18p. ED 050 360 (MF-$0.65; HC-$3.29).

The author suggests that the apparent calm at colleges and universities around the country can only be analogized to that calm which followed the active but peaceful period of the Civil Rights Movement but preceded the explosion in the nation's ghettos in 1967. The unimaginative and cavalier response of the establishment and public during the era of peaceful demonstrations is seen as having left the way open for more violent tactics. At higher educational institutions, the focus of student attacks will be the faculty and their tenure system and outmoded pedagogical technology. Lastly, the university is viewed as a meeting place for the revolution where hope for change is nurtured and from where it spreads into the larger world. The paper concludes that any "cooling off" of the campuses is superficial and that its end result may well be a more totally irrational and violent explosion.

246. West Virginia Wesleyan College, Buckhannon, West Va. Institute on Human Relations and Attitudes in West Virginia as These Affect Public School Education: Report, Evaluation, and Action Suggestions; Followup From Field Interviews in Nineteen West Virginia Counties. August 1968. 44p. ED 056 104 (MF-$0.65; HC-$3.29).

The Institute was held during the summer of 1968 at the campus of West Virginia Wesleyan College to explore problems and opportunities in integrated, interethnic education. The participants were 54 school board members, school superintendents, and other administrators representing more than half of the county school systems of West Virginia.

247. Wheeler, Alan H. Creating a Climate for Individualizing Instruction. Young Children, 27 (1): 12-16, October 1971.

Individualized Instruction, Teacher Role, Classroom Environment, Teacher Education; the role of the teacher is basic in creating a learning enviroment which will recognize and respond to individual needs and differences. Innovative teacher education is necessary in order to develop teachers who will facilitate effective learning for children.

248. Wheeler, Robert R., Comp. A Group Dynamics Approach to Effective Attitudinal Change in Teaching of Disadvantaged Children: A Pilot Program. Final Report. Kansas City, Mo., Kansas City School District, Division of Urban Education, August 1970. 69p. ED 051 347 (MF-$0.65; HC-$3.29).

The problem under investigation in this report was the low achievement level of some students in the ESEA Title I Schools in Kansas City, Missouri. It was felt that part of this low achievement was due to a negative feeling among some teachers regarding the ability of the children to achieve. Kansas City mental health professionals and educators sought to prove the hypothesis that negativism might be reduced if the teachers had an improved awareness of themselves and the inner city community and children. The research design included participating and non-participating teacher groups, a principal's group, and a supervisory personnel group. A semantic differential type of instrument was used for pre- and post-testing. Participants tended to be more positive toward concepts tested than did nonparticipants; and post-test scores tended to be more positive than did pre-test scores. Limitations, and recommendations for future research of this nature are included.

249. Whittaker, David and Watts, William A. Personality Characteristics Associated With Activism and Disaffiliation in Today's College Age Youth. Journal of Counseling Psychology, 18 (3): 200-206, May 1971.

Activism, College Students, Student Alienation, Student Characteristics, Personality; this article contrasts with a sample of college students the youthful members of two expressively alienated forms of nonconformity; student activists committed to confrontation tactics to force social change and disaffiliated college dropouts withdrawn from incompatible social conditions.

250. Wigtil, James V. An Inner City Institute: Observations of the Director. Counselor Education and Supervision, 11 (1): 62-67, September 1971.

Institutes (Training Programs), Disadvantaged Youth, Inner City; the general theme of the institute was to innovate learning environments through counseling activities, thus assisting inner city youth in reaching their potential. Staff and consultants, weaknesses of the institute, and observation and recommendations are included.

251. Wilcox, Roger Clark. The Psychological Consequences of Being a Black American: A Sourcebook of Research by Black Psychologists. 1971. 502p. ED 049 343 (Document available from John Wiley and Sons, Inc., 605 Third Ave., New York, N.Y. 10016: $9.95).

This book is the result of a course offered at Wilberforce University which attempted to make psychology relevant to a predominantly black student body. Articles and speeches which were most directly concerned with the psychological issues of the black American were brought together, and essentially furnish a tentative beginning for a viable and meaningful black psychology. The major forcus of the research and writing has been in the area of education, with particular emphasis on learning, intelligence testing, and achievement testing. The book is restricted to the contributions of black psychologists, but additional bibliographical material has been included to expedite more detailed study of topics included. The overall research of black psychologists does not essentially differ from the research of other American psychologists in scope and interest, though this research is understandably concerned with the consequences of being black.

252. Wildman, Louis. Disciplinary Problems in Urban Ghetto Schools. Seattle, Wash., School Information and Research Service, June 18, 1971. 11p. ED 055 142 (MF-$0.65; HC-$3.29).

In this article are described the group dynamics of the inner-city school by focusing on hypothetical examples of teacher peer group and student peer group support. Also included is a discussion of possible ways for improving the educational environment. It is recommended that: (1) students choose between an array of differentially controlled learning environments; (2) a curriculum which offers the inexperienced student concrete experiences--sometimes vocational--necessary for theoretical analysis; and, (3) standardized educational accountability within expository type courses.

253. Williams, Frederick And Others. Effects of Visual Cues of Ethnicity Upon Speech Ratings. Austin, Texas, University of Texas, Center for Communication Research, December 1970. 13p. ED 046 938 (MF-$0.65; HC-$3.29).

The purpose of this study was to test the implication that ethnic stereotyping may bias a teacher's perception of a child's speech.

The subjects, 44 undergraduate education majors, were asked to view three 90-second segments of video tape showing fifth and sixth grade boys from three ethnic groups--Black, Mexican-American, and Anglo--and were asked to complete a rating instrument made up of a set of semantic differential scales designed to judge a child's speech in terms of "confidence-eagerness" or "ethnicity-nonstandardness." The video tapes were produced in such a manner that it was possible to substitute the speech of one child for another. Each subject was shown a segment or an Anglo child speaking standard English, a segment of a Black of Mexican-American child speaking the standard English of an Anglo child (dubbed in), and a segment of a Black or Mexican-American child speaking his own dialect. Findings indicated that visual clues of ethnicity did bias the subjects' evaluations of standard English speech samples. Black and Mexican-American children shown with audio dubs of standard English were judged to be less confident and eager and more ethnic and nonstandard than the Anglo children speaking standard English.

254. Williams, John E. And Others. Changes in the Connotation of Color Names Among Negroes and Caucasians: 1963-1969. Journal of Personality and Social Psychology, 19 (2): 222-228, August 1971.

Racial Attitudes, Changing Attitudes, Nominals, Color, Comprehension.

255. Williams, Robert L. The Utility of Behavior Management Techniques in Changing Interracial Behaviors. Journal of Psychology, 77: 127-138, January 1971.

Changing Attitudes, Behavior Change, Race Relations, Interaction Process Analysis, Junior High School Students.

256. Willie, Charles V. The Student-Teacher Relationship Experienced by Black Students at White Colleges. September 1, 1971. 14p. ED 056 156 (MF-$0.65; HC-$3.29).

This paper on student-teacher relationships is part of a study of black students at white colleges. The study was conducted at four predominantly white colleges in upstate New York during the 1969-70 school year and was financed by a grant from the Ford Foundation.

The main purpose of the study was to report the black experience at white institutions from the point of view of black students. Colleges in diverse settings were chosen to provide a comparative perspective. Data were gathered from lengthy unstructured interviews with individual black students and from tape-recorded sessions of approximately ten students on each campus who met regularly throughout the school year. The results showed that many black students distrust white administrators and faculty members, believing them to be engaged in a conspiracy against blacks; and that black advisors are necessary and essential links of trust between black students and white institutions.

257. Winsand, Jean E. A Tri-Univer-City Project for Teachers in Inner-City Schools. April 1971. 9p. ED 050 217 (MF-$0.65; HC-$3.29).

Recognizing the problems of reading instruction as a major challenge in education, Educational Professions Development Act (EPDA) Institutes of recent years have funded several programs to develop new methods and materials for teaching in inner-city schools. The project reported here is an EPDA Institute for teachers of disadvantaged children in the cities of Pittsburgh, Pennsylvania, Wheeling, West Virginia, and Youngstown, Ohio. The program emphasized equally the cognitive and affective aspects of learning. Two summer workshops and a year of on-site supervision in the classroom provided suggestions for developing programs to test in the classrooms. During the winter session, the Institute staff visited with the participants in the classroom, providing an opportunity for staff and participants to cooperate in testing and developing reading programs. Experiences of a workshop nature were offered the second summer to provide participants an opportunity to individualize their programs. Workshop experiences included: a materials-method area; an interpersonal experiences area; a media area which used video-taped equipment as a means of examining classroom interactions; and, materials and methods evaluation.

258. Wynn, Cordell. Black and White in Bibb County Classrooms. Integrated Education, 9 (4): 10-16, July-August 1971.

Race Relations, Communication Problems, Teacher Orientation, Discipline Problems, Integration Effects; reports a study designed to determine if communication problems actually exist as perceived by classroom teachers. Negro and white teachers were found to perceive communication problems differently. More white than Negro teachers were dissatisfied, and reported more communication and discipline problems with students of the opposite race.

259. Yando, Regina And Others. The Influence of Negro and White Teachers Rated as Effective and Noneffective on the Performance of Negro and White Lower-Class Children. *Developmental Psychology*, 5(2): 290-299, September 1971.

Teacher Characteristics, Performance Factors, Racial Characteristics, Individual Characteristics, Lower Class Students; study findings show that the performance of 72 Negro and 72 white children was influenced by individual variations in the personal characterstics of the adults with whom they were interacting in task situations rather than by the adults' race. Further, this influence was relatively constant for both Negro and white children.

260. Zintz, Miles V. And Others. *The Implications of Bilingual Education for Developing Multicultural Sensitivity Through Teacher Education.* Washington, D.C., ERIC Clearinghouse on Teacher Education, September 1971. 76p. ED 054 071 (MF-$0.65; HC-$3.29).

Teachers must be continuously alert to the differences in languages, values, and customs,and seek to understand their students as real people. Otherwise,the student who must learn English as a second language develops insecurity instead of security. When the acceptable norm in a class has been based on the work of the typical middleclass Anglo, the culturally different student has had failure predetermined for him. Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes, and the habitual use of the correct syntax of grammar. Interaction with the teacher on an individual basis is also crucial for the child. If the child understands sound patterns in English, the beginning instruction should be in English; if he understands Spanish, the instruction should be in Spanish. The second language should be introduced systematically but gradually, to develop genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages, and should attain a positive self-image through the understanding of the value of his own culture. A multicultural program increases the appreciation of the contributions of other cultures, and fosters the democratic ideals.

261. Zirkel, Perry A. and Moses, E. Gnanaraj. Self-Concept and Ethnic Group Membership Among Public School Students. *American Educational Research Journal*, 8 (2): 253-265, March 1971.

Elementary School Students, Ethnic Groups, Rating Scales, Self Concept; the self-concept of the children studied was significantly affected by their ethnic group membership but not by the majority-minority mixture of the groups within the schools.